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ABSTRACT

Designed to provide administrators of occupation programs at the secondary and post-secondary level with a systems apprcach to administration, this administrators' guide brings together administrative and leadership tasks and responsibilities that must be considered by administrators when developing programs. The system presented in the guide is designed to provide direction in determining strategies, priorities, and alternatives relative to the administration process and management functions in the operation of occupational programs. The content of the guide is structural to provide: (1) an introduction to the systems approach and a technique for developing a basic flow chart depicting a systems approach for analyzing administrative responsibilities, (2) a problem-solving and decision-making model, (3) an administrative profile of the tasks and functions performed by administrators in the decision-making process, and (4) specific models for each of the major administrative functions pertaining to planning, developing, implementing, and evaluating the effectiveness of occupational programs. (Author/SB)

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ADMINISTRATION OF OCCUPATIONAL EDUCATION

A Suggested Guide

U.S. Department of Health, Education, and Welfare

Office of Education

VT019882

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ADMINISTRATION OF OCCUPATIONAL EDUCATION

A Suggested Guide

U.S. Department of Health, Education, and Welfare
Elliot L. Richardson, Secretary

Office of Education
Sidney P. Marland, Jr., Commissioner

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by
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Fort Collins, Colorado
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FOREWORD

The content of the Administration of Occupational Education--A Suggested Guide has been developed with the intent of providing administrators responsible for occupation programs at the post-high school and high school level with a systems approach to administration. The context of material in this guide brings together those administrative and leadership tasks and responsibilities that must be considered by administrators as they develop dynamic relevant programs of occupational education for the future. The final draft of the guide is a result of several revisions based on reactions and evaluations of selected administrative audiences who represent the various segments within the Vocational Education spectrum, both private and public.

The project director wishes to acknowledge the assistance of many individuals and associations who contributed extensively to the content herein: a total of twelve consultants representing community colleges, state departments of vocational education, state departments of community colleges, teacher educators, representatives from American Vocational Associations, The American Association of Junior Colleges, and resource personnel from the U.S. Office of Education. A preliminary draft of the material was developed by the project staff, and the consultants and resource persons reviewed this draft at a national meeting in Washington, D.C.. Based on the recommendations for changes, additions, and deletions, a revised draft was developed. A second meeting of the consultant committee

was held in Washington, D.C., and additional changes and recommendations were made prior to completing the final draft of the guide. A draft of the guide was then sent to outstanding local administrators representing community colleges, technical institutes, area schools, universities, and secondary schools; and they were asked to react to the format and technical content of the document. Individuals who reviewed the draft copy of the guide are identified in Appendix C. The guide was then revised to its present form. The result of the evaluation and recommendations by consultants and local administrators have been used throughout the guide.

The ultimate purpose of this guide is to provide a data base for administrators of occupational programs, regardless of the level at which they function, to improve the position of occupational education and simultaneously meet the needs of employers and students. Concurrently, it should facilitate the meeting of the objectives of training for the world of work. The system presented in this guide should provide alternative strategies for the decision-maker relative to administering a local program of occupational education. The writer is cognizant of the fact that the application of the system will be more appropriate in some institutions than in others and may not be applicable in all situations. The material contained herein has been developed to provide the reader with the direction to determine strategy, priorities, and alternatives relative to the administrative process and the management functions in the day by day operation of an occupational program. The guide should bridge the gap between the planning and implementation function for improving the posture of occupational education.

The format of the system presented in this guide should facilitate the use by the reader. The chapter headings are organized around the major

administrative task areas and provide a concept and application of the management function relative to planning, developing, implementing, and evaluating the effectiveness of the occupational education program. The content of the guide is structured to provide the reader with an introduction to the systems approach and presents a viable technique for developing a basic flow chart depicting a systems approach for analyzing administrative responsibilities. A problem-solving and decision-making model for administration is a vital part of the content. An administrative profile of the tasks and functions performed by administrators in the decision-making process is presented to facilitate understanding of the specific models for the administrative tasks. The detailed model for each of the major task areas identified with the administrative process is an important part of the guide.

ACKNOWLEDGEMENTS

A national committee of educators representing administrators from the various levels of education served in a consulting capacity for the development and review of the content of this guide. Its author and the review committee represent many years of successful experience in this field. The assistance of the members of the committee and the input from field readers greatly enhanced the nature of the content. The Office of Education acknowledges, with gratitude, the services of the following educators who served on the consulting committee:

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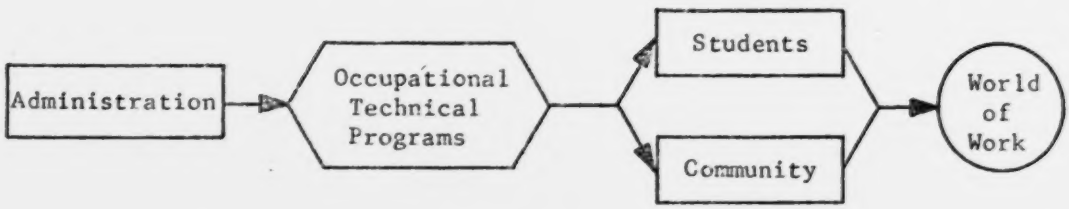
Chapter I

INTRODUCTION TO ADMINISTRATION OF OCCUPATIONAL EDUCATION



SYSTEMS AND EDUCATIONAL PLANNING

Administration of occupational programs should result in a desirable stabilizing effect on the expectations toward which educators and educational institutions strive to be responsive in meeting goals and objectives. This is shown in Figure I (Page 8) entitled a Profile of Administrators' Responsibilities and Management Tasks in Administering Occupational Education Programs. Administrative planning should be a group action; however, there must be some type of strong leadership to direct the group. The term, administrator, as referred to in this document implies that administration deals primarily with the management functions in the

operations of the institution. The approach to using the word leadership in the context of this document refers to those individuals charged with the responsibility for the change process, obtaining the resources to sustain the organization, and to implement a system wherein those individuals who are part of the organization maintain a healthy attitude and have an acceptable satisfaction index as they function in the organization. A list of the most commonly used terms used in this guide are defined in Appendix A.

Administrators in the public sector of our society can no longer tolerate having a low profile (image) among those whom they serve. It is virtually impossible to isolate an organization from the environment in which it operates. The insulating of oneself as an administrator from members of the organization is one luxury that cannot be condoned in the conduct of the affairs of the organization. It is apparent in today's administrative organization that the administrator operates in the midst of a group of specialists, such as curriculum specialists, accountants, system analysts, assistants for staffing, facilities, and others identified with the system. The mark of excellence in the administrative process is the ability of the top administrator to delegate the responsibility and authority to specialists functioning in the organization. A sobering fact for administrators is that the over-all responsibility for the management function must rest and reside with the individual serving in the key leadership or administrative role.

The management role in educational administration and planning has a dual function: immediate and future. Planning has immediacy in the decision-making and problem-solving aspects and is future oriented in its

role for developing long-range strategies and technology for change forecasting. The motivation of an individual in an effective organization requires the direction, leadership, and a system of awards for individuals who are participating in or are part of the organization. The educational leaders of today must provide the individuals within the system the freedom to express, create, and initiate. The management function in occupational education requires a certain degree of control as the administrator assesses the effectiveness and performance of the planning and developing strategies for improving the system. The leader in any enterprise should be somewhat disruptive of the present system, simultaneously establishing in cooperation with other members of the organization directions and goals that satisfy the needs and disposition of its members.

The amendments to the Vocational Education Act of 1963, better known as the Vocational Education Amendments of 1968, specify that at least 15% of the total allotment of funds to a state for any fiscal year appropriated under section 102 (A) of the Act, or 25% of that portion of the State's allotment which is in excess of its base allotment, whichever is the greater, shall be used only for the post-secondary vocational education program. The strengthening of the position of the post-secondary occupational program conducted in area schools, technical institutes, community colleges, universities, and four-year colleges dictates that the position of the administrators charged with the responsibilities for the improvement of these programs must be knowledgeable in all the aspects of administration of the programs therein. The administrative processes do not lend themselves to easy solutions, and the problems arising therein are evasive and seem to defy solutions. The educational leader for

occupational programs can find no satisfactory substitute for judgment, perception, experience, and education in conducting or serving in the role as a change agent in the educational establishment. It is crucial that a communications network be developed and responsibility and authority be delegated. Human relations must be practiced at all times in performing the administrative tasks and functions that are a vital part of the organization. It is important for the administrator to have continual personal assessment not only of the organization but of his contributions and shortcomings relative to identifying the goals and satisfactions of the individuals within that organization.

The educational leader in post-high school institutions must be cognizant of the fact that the organization and the personnel therein operate in a hostile environment because the changing attitudes and values of teachers, students, and the general public place a heretofore nonexistent pressure on the establishment relative to student and fiscal accountability.

THE ADMINISTRATORS' MANAGEMENT FUNCTIONS

The administrators' management functions, as outlined in this guide, have been expanded beyond those generally accepted by most educational leaders. These generally recognized functions relate to public relations, curriculum and instruction, student personnel, staffing, facilities and equipment, and the business management function. This writer, from experience and observation of the administrative and leadership role in the educational establishment, has added four other major responsibilities: (1) determine the community power structure (political, social and economic), (2) professional negotiations, (3) the leadership development program

required to sustain and provide for self-renewal within the establishment, and (4) institutional research and development program. These management functions to be performed by the administrator require that he must have a working knowledge of the organization, its place and role within the institution. Consideration must be given to the influence on the educational environment created by accrediting agencies, state, national, and regional.

Another essential function of the administrator of post-high school occupational education programs is the responsibility for long-range master planning and developing of a technique for assessing long-range plans, reviewing strategies, establishing priorities, and determining alternatives for improving the status and image of occupational education programs. No master plan is complete without a due consideration for utilization of scarce resources and for other impinging factors designed therein to facilitate implementation of the plans. Community relations, program evaluation, and accountability are major responsibilities which must be programmed as elements in educational systems.

The administrator in today's world of advancing science and technology must be ever alert to the demands from the external environment which includes the students, parents, and especially the users of our products, the employers. The satisfaction of those individuals who utilize our products will determine our degree of success as we evaluate our program against the predetermined goals and objectives for the institution. A key word in a modern organization is involvement. Individuals within the organization must have a part in the decision-making process relative to the organization.

Equally important are the attitudes and understanding of employers and the general public about the effectiveness of the institution in carrying out its assigned mission.

The final decisions about methods and techniques for organizing and implementing an administrative program for occupational education will vary from state to state and from locality to locality. It must be recognized that the material contained in this guide is not to be interpreted as being applicable for all the administrative organizations within a specific institution. Each institution has unique capabilities and limitations which must be reconciled in order for that establishment to gain maximum benefits from a systems approach for administration.

Those charged with the planning must never lose sight of the importance of people because, in the final analysis, schools are manipulating the lives of people. The individual who is expected to benefit from the decisions in any administrative process is important, and all planning and decisions should reflect this underlying value of the individual within the system. Objectives, goals, and purposes may not be measurable in the same sense as other program elements relative to established quantitative criteria. The intelligent administrator recognizes that a more objective decision can be reached, if all facets within the environment, external and internal, are weighed and evaluated prior to making a final decision.

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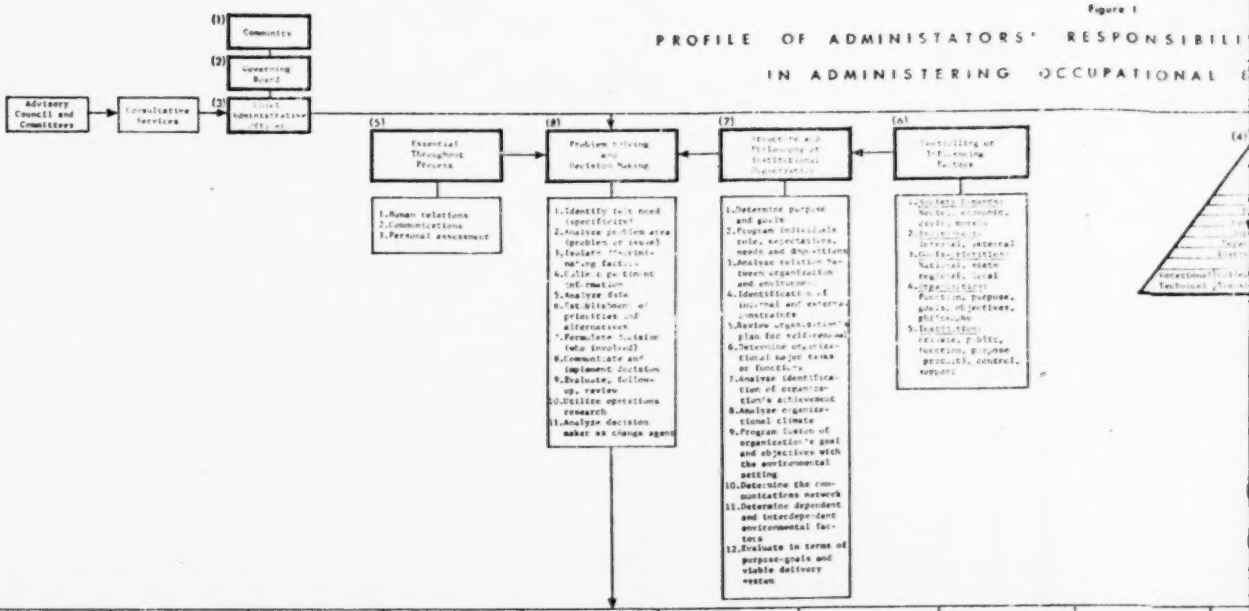
Figure 1

PROFILE OF ADMINISTATORS' RESPONSIBILI

IN ADMINISTERING OCCUPATIONAL E


(1) Community
(2) Governing Board
(3) Chief Administrative Officer
Advisory Council and Committees
Consultative Services
(5) Essential Throughput Process
1. Human relations
2. Communications
3. Personal assessment
(8) Problem Solving and Decision Making
1. Identify felt need (specificity)
2. Analyze problem area (problem or issue)
3. Isolate limiting factors
4. Collect pertinent information
5. Analyze data
6. Establishment of priorities and alternatives
7. Formulate Solution (who involved)
8. Communicate and implement decision
9. Evaluate, follow-up, review
10. Utilize operations research
11. Analyze decision maker as change agent
(7) Objectives and Philosophy of Institutional Operation
1. Determine purpose and goals
2. Program individuals role, expectations, needs and relationships
3. Analyze relationships between organization and environment
4. Identification of internal and external constraints
5. Review organizational plan for self-renewal
6. Determine organizational major tasks or functions
7. Analyze identification of organization's achievement
8. Analyze organizational climate
9. Program fusion of organization's goal and objectives with the environmental setting
10. Determine the communications network
11. Determine dependent and interdependent environmental factors
12. Evaluate in terms of purpose-goals and viable delivery system
(6) Controlling or Influencing Factors
(4)
Vocational
Technical

(9) Determining Community Power Structure (political, social, economic)

1. Governmental structure-federal, state, county, city
2. Organized labor--national, regional, state, local
3. Corporate management--business, industrial, agricultural, financial
4. Civic and social clubs--national, state, local
5. National professional associations AVA, HEA, AMA, etc.
6. Civil rights, social movements and other worthy civic groups (pressure)
7. Church leaders, women's organizations--local, state, national
8. Professional lobbyists, all levels
9. Political parties--national, state, local, leaders
10. Special government and citizens watchdog groups
11. Formal and informal power structure
12. Key leaders, community change agents
13. Hostile elements in formal and informal system
14. Local and national public opinion and attitude
15. Status and role of governing board in power spectrum

(10) Developing the Public Relations Information Program

1. Composition of community served--cultural, political demographic, economic
2. Community stability --political, social economic, cultural
3. Localism, mores, and traditions, community values, public opinion
4. Perception of problem areas in community
5. Identify publics to be served--alumni, students, parents, general public
6. Determine environment--internal, external
7. Agencies and groups concerned with institution (special interest)
8. Pertinent information about institution--philosophy, goals, purpose, objectives
9. Techniques for diffusion of information
10. Staffing and financing PR. program
11. Utilize advisory committees and related agencies
12. Assign P.R. responsibility to qualified individual
13. Prepare yearly public relations calendar and timing factor
14. Evaluation, follow-up, redirect as indicated

(11) Administering the Curriculum and Instructional Program

1. Needs, priorities and alternatives
2. Determine objectives-use advisory committees
3. Develop performance goals, program elements
4. Determine programs of instruction
5. Develop courses (from job analysis)
6. Develop instructional material (state curriculum laboratory)
7. Resources (facilities, etc.) required to implement
8. Determine appropriate instructional media aids
9. Select texts and other material, scheduling classes
10. Determine required teacher skills and competency (certification)
11. Student selection, programming and evaluation
12. Admission requirements, standards--grades, graduation
13. Modular scheduling, differential staffing, team teaching
14. Research development (manpower studies) program--input and output
15. Determine level, scope, rigor for students
16. Exemplary and innovative program
17. Approval by state agency, local groups
18. Implication of national curriculum development activities
19. Curriculum instruction evaluation (recycle)
20. Revise, redirect, implement based on need
21. Plan for pre-vocational-technical programs

(12) Maintaining the Student Personnel Program

1. Institution philosophy objectives and student accountability
2. Staffing and finance student personnel--student activity fees
3. Guidance and counseling services
4. Psychological-psychiatric services
5. Social welfare services
6. Health (medical-dental) services
7. Speech and hearing clinics
8. Student accounting, registrar
9. Student housing and student centers, food services
10. School paper and publications, intramurals, sports, athletics
11. Student organizations--formal and informal--clubs, religious groups
12. Rules and regulations for students, orientation program, parking, etc.
13. Student organizations in administrative decisions--student government
14. Advisory committees from staff and student body
15. Staff and student discipline council--courts, disciplinal, etc.
16. Plans for student confrontation--working with antagonists, student negotiations
17. Work-study program for institution, financial student aid
18. Placement and follow-up work with other agencies
19. Research and evaluation follow-up activities

(13) Administering the Personnel (staffing) Program

1. Determine needs; provide plan for financial support
2. Develop operating policies and organization (cooperatively)
3. Job descriptions or position classifications
4. Long-range plans for staff improvement and supervision
5. Administrative, instructional, non-certified, supportive staff
6. Role of teacher assistants, other para-professionals
7. Staff policies and handbook
8. Tenure, promotion, dismissal, retirement, and certification
9. Staff evaluation--formal and informal
10. Professional organization within staff (AFT, NEA)
11. Staff recruitment (identify sources)
12. Interviewing, recommending for employment
13. Pre-service training and in-service training programs
14. Assignment (policies), transfer, load, etc.
15. Develop employee benefit programs
16. Lines or channels for communication

(14) Determining Priorities and Alternatives for Facilities and Equipment Utilization

1. Community needs determine program-project enrollment
2. Community demography, census, saturation studies
3. Utilize advisory committees, staff consultants
4. Educational planning services--miscellaneous requirements
5. Program determines facility needs, economy factors and considerations
6. Evaluate existing facilities
7. Plans, renovation, replacement, design factors
8. Lease, rent, build, renovate and community ability to pay
9. Master long-range planning, essential finance and dual projection plan
10. Site, environment, location, expansion
11. Educational specifications--purpose, utility, part of educational planning
12. Space function and relationships
13. Architect's role, design, review technical staff, preparing bids, work with contractors
14. State-federal rules and regulations (guide-lines-laws)
15. Kinds of facilities--instructional, auxiliary, storage
16. Utilization, maintenance, cost, material effectiveness and design
17. Flexibility, convertibility and aesthetics
18. Size, shape maintenance, utility, cost and safety
19. Equipment compatible to program and facilities
20. Evaluation of facility utility factor--utilization and maintenance cost
21. Construction and plans for moving in, operating facility and evaluation
22. Collecting and storing building documents
23. Train staff--students for utilization of facilities

(15) Administering the Fiscal (Business Management) Program

1. Organize program for fiscal affairs office, staffing patterns
2. Philosophy of institutional management (administration, control)
3. Federal (management tool)--current expense, capital improvement
4. Determine priorities and alternatives--programs determine budget
5. Master planning for projecting financial requirements
6. Managing, programming institutional expenditures
7. Plan for allocation of resources
8. Federal financial decision making--federal, state, local, economic factors
9. State-federal programs and guidelines (rules and regulations)
10. Optimum utilization of resources from all sources, economic stability
11. Revenue sources--local, state, federal, private and other
12. Planning for securing revenue, management of investments
13. Public relations programs for support and finance
14. Tax-base for support, assessed evaluation and levy for education
15. Auditing, reporting and accounting procedures--fiscal accountability
16. Accountability reports for federal and state agencies
17. Cost benefit analysis--PERT, PPBS (systems approach)
18. Evaluation and operations research program for management function
19. Maintenance and custodial services, central storage, transportation, food services, etc.

(16) Administering the Research and Development Program

1. Institution philosophy--objectives and policies for research
2. Identify areas requiring research (basic, applied)
3. Staffing for research (centralized)
4. Determine program quantity and quality
5. Resources required for research program
6. Long-range master planning (finance, etc.)
7. Sources for research finance--local, state, federal and private
8. Consultants--local, state, federal, RDI and universities
9. Program and manpower studies
10. Develop exemplary innovative, and/or pilot programs
11. Research as management information--data processing capabilities
12. Institutional evaluation facilities and equipment, etc.
13. Follow-up studies--curriculum, student evaluation, staff
14. Dissemination and implementation of results and adoptive procedures
15. Review and analysis of existing research programs
16. Determine constraints, revise and redirect as required

(17) Planning for Professional Negotiations

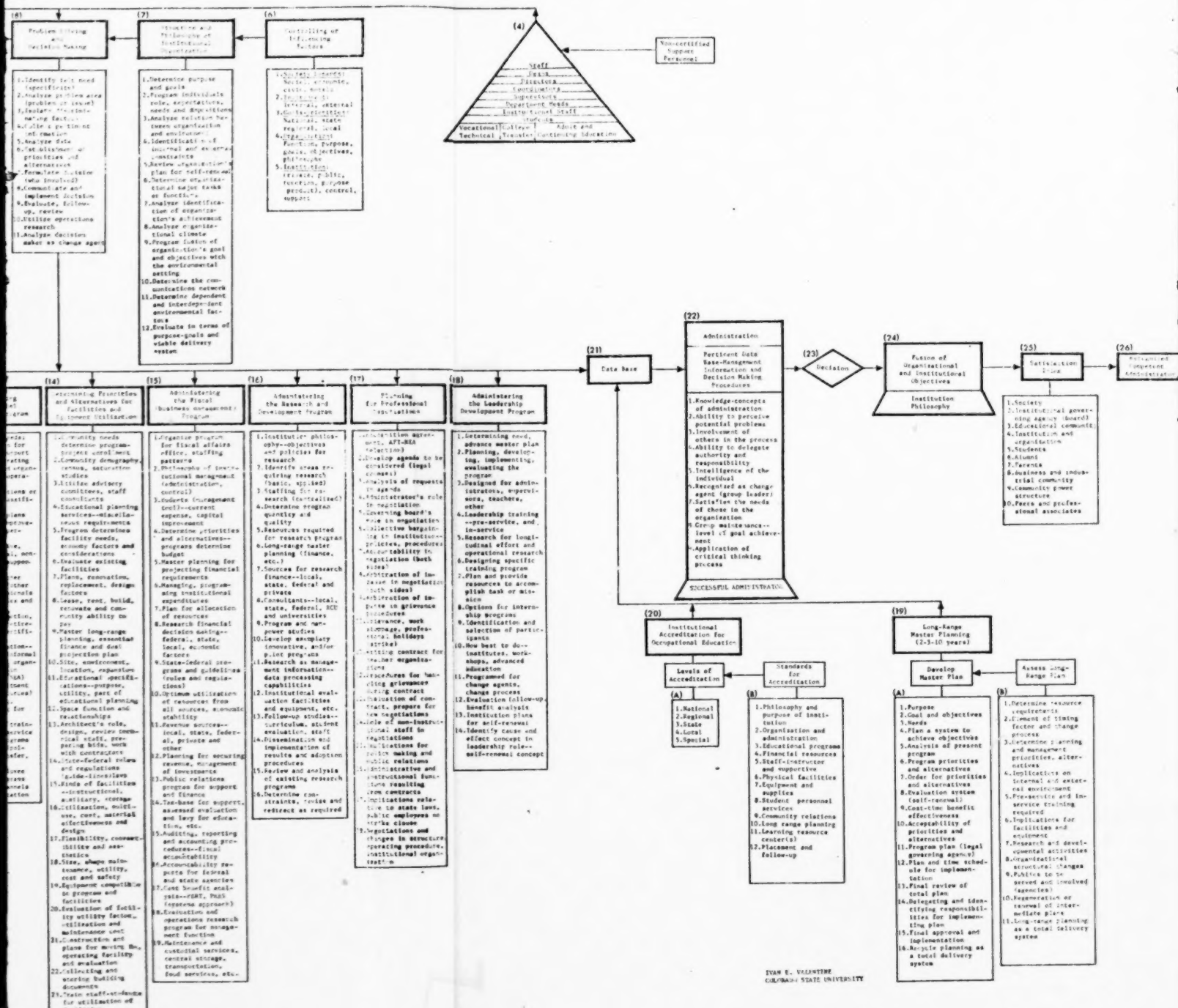
- Institution objectives, AFT-NEA relationship
- Develop agenda to be considered (legal counsel)
- Analysis of requests in agenda
- Administrator's role in negotiation
- Governing board's role in negotiation
- Collective bargaining in institutional projects, procedures
- Accountability in negotiation (both sides)
- Arbitration of impasse in negotiation (both sides)
- Arbitration of impasse in grievance procedures
- Grievance, work stoppage, professional holidays (strikes)
- Getting contract for teacher organizations
- Procedures for handling grievances during contract
- Ratification of contract, prepare for new negotiations
- Role of non-instructional staff in negotiations
- Implications for policy making and public relations
- Administrative and instructional functions resulting from contracts
- Implications relative to state laws, public employees no strike clause
- Negotiations and changes in structure, operating procedures, institutional organization

(18) Administering the Leadership Development Program

1. Determining needs, advance master plan
2. Planning, development, implementing, evaluating the program
3. Designed for administrators, supervisors, teachers, other
4. Leadership training--pre-service, in-service
5. Research for institutional effort and operational research
6. Designing specific training programs
7. Plan and provide resources to accomplish task or mission
8. Options for internship programs
9. Identification and selection of participants
10. How best to do--institutes, workshops, advanced education
11. Programmed for change agents, change process
12. Evaluation follow-up, benefit evaluation
13. Institution self-renewal for self-renewal
14. Identify cause, effect concept, leadership role, self-renewal

Figure 1

PROFILE OF ADMINISTATORS' RESPONSIBILITIES AND MANAGEMENT TASKS IN ADMINISTERING OCCUPATIONAL EDUCATIONAL PROGRAMS


(8)
Problem Solving and Decision Making
1.Identify felt need (specificity)
2.Analyze problem area (problem or issue)
3.Isolate critical-limiting factors
4.Collect pertinent information
5.Analyze data
6.Establishment of priorities and alternatives
7.Formulate solution (who involved)
8.Communicate and implement decision
9.Evaluate, follow-up, review
10.Utilize operations research
11.Analyze decision maker as change agent
(7)
Structure and Philosophy of Institutional Organization
1.Determine purpose and goals
2.Program individuals role, expectations, needs and expectations
3.Analyze relation between organization and environment
4.Identification of internal and external constraints
5.Review organization's plan for self-renewal
6.Determine organizational major tasks or functions
7.Analyze identification of organization's achievement
8.Analyze organizational climate
9.Program fusion of organization's goal and objectives with the environmental setting
10.Determine the communications network
11.Determine dependent and interdependent environmental factors
12.Evaluate in terms of purpose-goals and viable delivery system
(6)
Controlling or Influencing Factors
1.Society (economic, socio-economic, civic, social)
2.Institutes (internal, external
3.Governmental (National, state, regional, local
4.Organizational Function, Purpose, goals, objectives, philosophy
5.Institutional (climate, public, function, purpose product), control, support
(4)
Staff
Deans
Directors
Supervisors
Department Heads
Instructional Staff
Students
Vocational Technical
College Transfer
Adult and Continuing Education
Non-certified Support Personnel
(22)
Administration
Pertinent Data Base-Management Information and Decision Making Procedures
1.Knowledge-concepts of administration
2.Ability to perceive potential problems
3.Involvement of others in the process
4.Ability to delegate authority and responsibility
5.Intelligence of the individual
6.Recognized as change agent (group leader)
7.Satisfies the needs of those in the organization
8.Group maintenance--level of goal achievement
9.Application of critical thinking process
SUCCESSFUL ADMINISTRATION
(21)
Data Base
(23)
Decision
(24)
Fusion of Organizational and Institutional Objectives
Institution Philosophy
(25)
Satisfaction Index
1.Society
2.Institutional governing agency (board)
3.Educational community
4.Institution and organization
5.Students
6.Alumni
7.Parents
8.Business and industrial community
9.Community power structure
10.Peers and professional associates
(26)
Participant Competent Administration
(14)
Determining Priorities and Alternatives for Facilities and Equipment Utilization
1.Community needs determine program-project enrollment
2.Community demography, census, saturation studies
3.Utilize advisory committees, staff consultants
4.Educational planning services--miscellaneous requirements
5.Program determines facility needs, economy factors and considerations
6.Evaluate existing facilities
7.Plans, renovation, replacement, design factors
8.Lease, rent, build, renovate and community ability to pay
9.Master long-range planning, essential finance and dual projection plan
10.Site, environment, location, expansion
11.Educational specifications--purpose, utility, part of educational planning
12.Space function and relationships
13.Architect's role, design, review technical staff, preparing bids, work with contractors
14.State-federal rules and regulations (guide-lines-laws
15.Kinds of facilities--instructional, auxiliary, storage
16.Utilization, multi-use, cost, material effectiveness and design
17.Flexibility, convertibility and aesthetics
18.Size, shape maintenance, utility, cost and safety
19.Equipment compatible to program and facilities
20.Evaluation of facility utility factor, utilization and maintenance cost
21.Construction and plans for moving in, operating facility and evaluation
22.Collecting and storing building documents
23.Rate staff-students for utilization of facilities
(15)
Administering the Fiscal (business management) Program
1.Organize program for fiscal affairs office, staffing pattern
2.Philosophy of institutional management (administration, control)
3.Students (management tool)--current expense, capital improvement
4.Determine priorities and alternatives--programs determine budget
5.Master planning for projecting financial requirements
6.Managing, programming institutional expenditures
7.Plan for allocation of resources
8.Research financial decision making--federal, state, local, economic factors
9.State-federal programs and guidelines (rules and regulations)
10.Optimum utilization of resources from all sources, economic stability
11.Revenue sources--local, state, federal, private and other
12.Planning for securing revenue, management of investments
13.Public relations program for support and finance
14.Tax-base for support, assessed evaluation and levy for education, etc.
15.Auditing, reporting and accounting procedures-fiscal accountability
16.Accountability reports for federal and state agencies
17.Cost benefit analysis--PERT, PABS (systems approach)
18.Evaluation and operations research program for management function
19.Maintenance and custodial services, central storage, transportation, food services, etc.
(16)
Administering the Research and Development Program
1.Institution philosophy--objectives and policies for research
2.Identify areas requiring research (basic, applied)
3.Staffing for research (centralized)
4.Determine program quantity and quality
5.Resources required for research program
6.Long-range master planning (finance, etc.)
7.Sources for research finance--local, state, federal and private
8.Consultants--local, state, federal, RDU and universities
9.Program and man-power studies
10.Develop exemplary innovative, and/or pilot programs
11.Research as management information--data processing capabilities
12.Institutional evaluation facilities and equipment, etc.
13.Follow-up studies--curriculum, student evaluation, staff
14.Dissemination and implementation of results and adoption procedures
15.Review and analysis of existing research programs
16.Determine constraints, revise and redirect as required
(17)
Planning for Professional Negotiations
1.Negotiation agreement, AFT-NEA selection)
2.Develop agenda to be considered (legal counsel)
3.Analysis of requests in agenda
4.Administrator's role in negotiation
5.Governing board's role in negotiation
6.Collective bargaining in institution-policies, procedures
7.Accountability in negotiation (both sides)
8.Arbitration of impasse in negotiation (both sides)
9.Arbitration of impasse in grievance procedures
10.Grievance, work stoppage, professional holidays strike)
11.Writing contract for teacher organizations
12.Grievance-Area for handling grievances during contract
13.Evaluation of contract, prepare for new negotiations
14.Role of non-instructional staff in negotiations
15.Implications for policy making and public relations
16.Administrative and instructional functions resulting from contracts
17.Implications relative to state laws, public employees no strike clause
18.Negotiations and changes in structure, operating procedure, institutional organization
(18)
Administering the Leadership Development Program
1.Determining need, advance master plan
2.Planning, developing, implementing, evaluating the program
3.Designed for administrators, supervisors, teachers, other
4.Leadership training--pre-service, and in-service
5.Research for longitudinal effort and operational research
6.Designing specific training program
7.Plan and provide resources to accomplish task or mission
8.Options for internship programs
9.Identification and selection of participants
10.How best to do--institutes, workshops, advanced education
11.Programmed for change agents, change process
12.Evaluation follow-up, benefit analysis
13.Institution plans for self-renewal
14.Identify cause and effect concept in leadership role--self-renewal concept
(20)
Institutional Accreditation for Occupational Education
Levels of Accreditation
(A)
1.National
2.Regional
3.State
4.Local
5.Special
Standards for Accreditation
(B)
1.Philosophy and purpose of institution
2.Organization and administration
3.Educational programs
4.Financial resources
5.Staff-(instructor and supportive
6.Physical facilities
7.Equipment and supplies
8.Student personnel services
9.Community relations
10.Long range planning
11.Learning resource center(s)
12.Placement and follow-up
(19)
Long-Range Master Planning (2-5-10 years)
Develop Master Plan
(A)
1.Purpose
2.Goal and objectives
3.Needs
4.Plan a system to achieve objectives
5.Analysis of present program
6.Program priorities and alternatives
7.Order for priorities and alternatives
8.Evaluation system (self-renewal)
9.Cost-time benefit effectiveness
10.Acceptability of priorities and alternatives
11.Program plan (legal governing agency)
12.Plan and time schedule for implementation
13.Final review of total plan
14.Delegating and identifying responsibilities for implementing plan
15.Final approval and implementation
16.Recycle planning as a total delivery system
Assess Long-Range Plan
(B)
1.Determine resource requirements
2.Element of timing factor and change process
3.Determine planning and management priorities, alternatives
4.Implications on internal and external environment
5.Pre-service and in-service training required
6.Implications for facilities and equipment
7.Research and developmental activities
8.Organizational structural changes
9.Publics to be served and involved agencies)
10.Regeneration or renewal of intermediate plans
11.Long-range planning as a total delivery system

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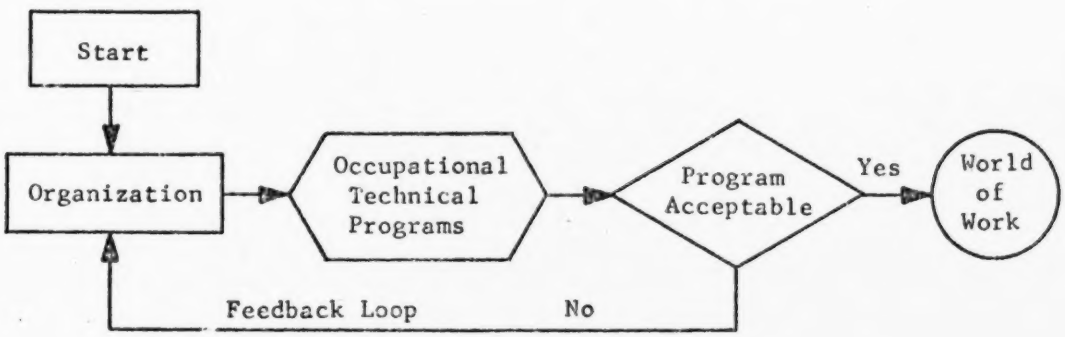
Chapter II

A SYSTEMS APPROACH TO OCCUPATIONAL EDUCATION DECISION-MAKING PROCESS



INTRODUCTION

To provide a basic understanding of the development of a systems approach relative to administering occupational education programs requires an understanding of systems. It is an intellectual exercise in preparing the reader to become part of a systems approach to the administrative process. Local program planning in occupational education is a means by which the administrative staff can collectively organize themselves to make deliberate decisions concerning the future of occupational education

within the system. The administration of occupational education programs is no longer a hit and miss proposition, rather the occupational administrator is applying scientific techniques to the problem-solving process. Educational administrators at all levels in the past have done a system analysis due to the nature of the administrative process within the institution. It must be recognized that the system analysis has been practiced in an unscientific method and the procedures were not consistent with the present day understanding for applications of systems to the administrative process. Many administrators recognize that the administrative staffs in most institutions do not have within their professional staff the kinds of skills and knowledges with which to implement and maintain a systems approach for administering the educational program. Personnel with highly specialized competencies such as system analyst and/or engineers must become an integral part of the educational administrative team as educators move to a more scientific approach and an implementation of systems for educational administration.

SYSTEMS APPROACH DEFINED

It would be impossible to advance one definition of a systems approach for administration of educational programs that would be acceptable to all administrators and educational leaders. The following is one of the more comprehensive definitions and is suitable for administrators as they plan to implement a systems approach in education.

Educational systems for administration should be designed to collect, compile and systematically program data from several subsystems (sources) and organized into one major system to facilitate data processing required

for accounting, planning, management control, evaluation and operations control for the program. A system for educational administration combines data from diverse parts of the environment into one unit which will provide the educational leader with options for selecting goals, priorities and alternatives for directing program activities for the organization. This definition will serve as a point of departure for analyzing the model Figure II (Page 12), Basic Flow Chart For A Systems Approach Relative To Occupational Administration Decision-Making Process.

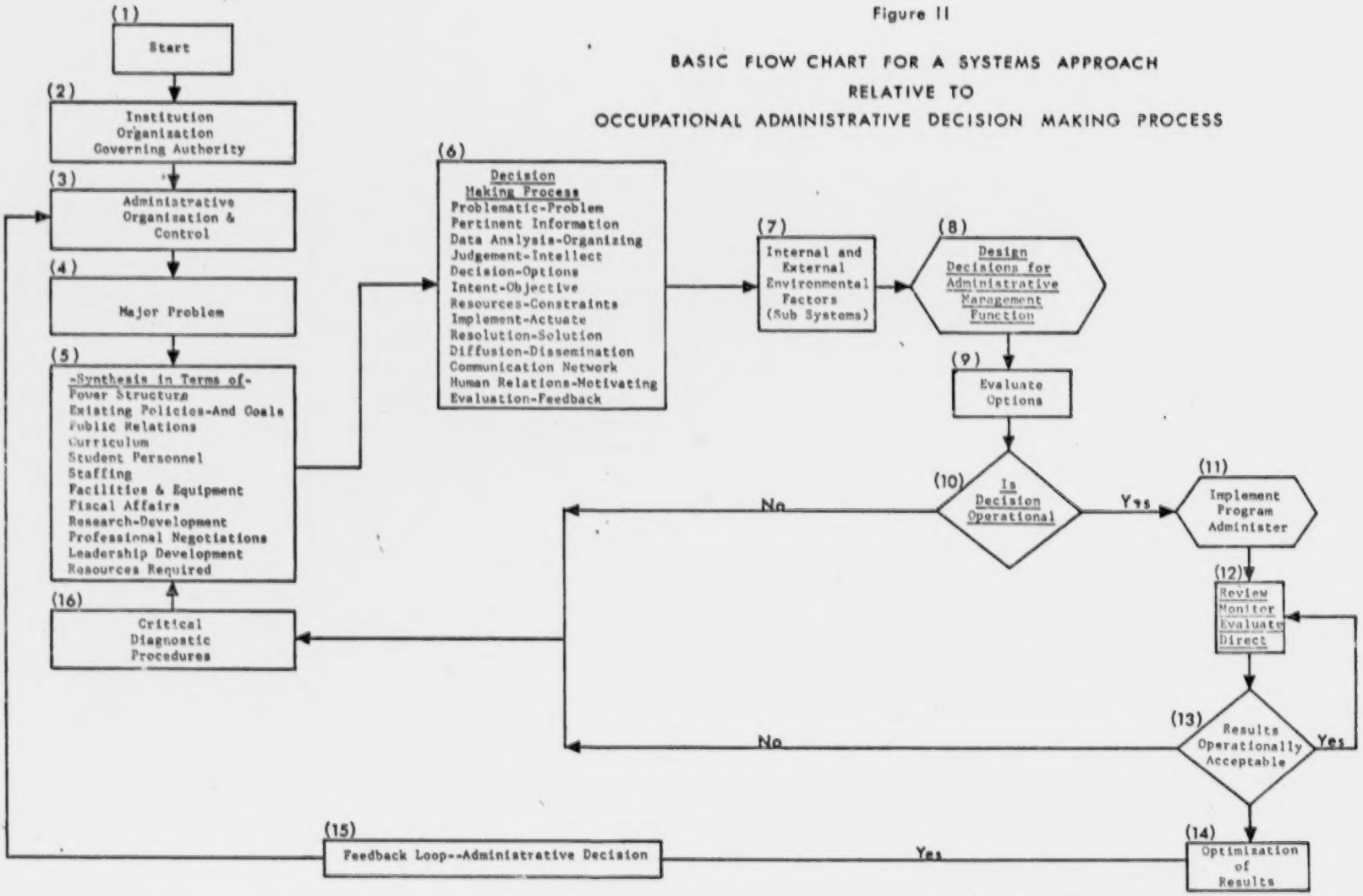
With due consideration of the aforementioned definition of system, the reader is now in a position to do a detailed analysis of the content of the Basic Flow Chart for Systems Approach as indicated in Figure II. A system as advanced in Figure II has been developed around a concept that a system for decision-making has as its core several subsystems called cells. It is essential in a system that a network of feedback loops are designed therein. The system should provide the user a scheme for determining alternatives relative to available options (courses of action) in the decision-making process utilizing a systems approach. The systems approach as a guide for decision-making should improve the quality of decision. The process should direct the results to the problem target.

LIMITATIONS OF SYSTEMS APPROACH

It is not unusual for decisions to be made that miss the real problem target, and the results have impinging impact only on the periphery of the real problem. The administrator for occupational programs is aware of the many problems that create frustration and anxiety. Problems are difficult to isolate and it is even more difficult to provide adequate treatment for a solution to the problems.

Figure II

BASIC FLOW CHART FOR A SYSTEMS APPROACH
RELATIVE TO
OCCUPATIONAL ADMINISTRATIVE DECISION MAKING PROCESS



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The administrator should be aware of the limitations in utilizing a standard canned system. The system analyst and the system engineer can evaluate a given situation and develop a more acceptable system that would be compatible to the organization. The effectiveness of any system will be determined by longitudinal assessment and plans for (regeneration) self-renewal. There are limiting factors to operating an organization with a systems approach. It is extremely difficult to implement a system that will be acceptable to all individuals in the organization. Equally important is the requirement for change over a period of time. These conditions create problems for the administration in maintaining the system with the organization.

ELEMENTS OF A SYSTEMS APPROACH

It is not the intent of this guide to provide technical data to develop within the individual these competencies to become a systems analyst or a systems designer. The intent is to provide the reader with a basic understanding of systems whereby the models and system presented in this document will be of value to change agents who are currently serving as administrators in the educational process. The system shown in Figure II is meant to be only a sample or guide for consideration and should result in the individual developing a revised system that will be more applicable to a given or stated situation. Included in Appendix B are samples of flow chart symbols used in this guide. The flow chart presented is typical of other models relating to a systems approach. The following explanation provides the reader with an analysis of the content therein:

1. All flow charts have an initial starting point which is indicated in cell one.
2. The flow chart should indicate a structure for organization or governing body that is a part of the system, as indicated by cell two.
3. Cell three within the flow chart shows the role and place of the administrative organization and patterns for control and management.
4. Cell four identifies specific problems or conditions that are of primary concern to the organization.
5. Cell five in the flow chart deals with the synthesis in terms of tasks relative to the administrators' decision-making process; these are the basic considerations which influence the decision-making process within the organization.
6. The decision-making process is contained in cell six. It contains those elements that establish for the decision-maker a set of priorities, alternatives, and strategies which influence it.
7. Cell seven in the system reveals the implications and ramifications for determining the internal and external environmental factors, and the effectiveness of the subsystems within the environmental factors.
8. Cell eight is where the decisions for administrative management function is formulated based upon all preceding data and activities which influence the decision-making process.
9. Cell nine is where the administrator or the educational leader must evaluate decision options in terms of a given set of conditions within this system based on data compiled for the solution

to an identified problem or situation.

10. Cell ten indicates the administrator must review, analyze, and determine if the decision is operational.
11. Cell eleven reveals the answer is yes; the administrator can then implement, program, and administer the decision.
12. Cell twelve shows that the administrator provides concurrently for review, monitoring, evaluation, and direction.
13. Cell thirteen depicts that the results of any decision must be evaluated. Determination must be made if the results are operationally acceptable to the administrator and to the organization. If the decision is yes, then the feedback loop is provided back to cell twelve assessing relative ability to reinforcing the operational acceptability of a decision.
14. Cell fourteen indicates the administrator must determine the optimization of the results of the decision.
15. Cell fifteen is the feedback loop for the administrative decision back to the administrative organization and control unit in cell three.
16. Cell sixteen reveals that if the decision is not operational and the results not operationally acceptable, then the flow chart provides for a feedback loop indicating that it is not acceptable. This loop leads to a major cell in the flow chart where critical diagnostic procedures are determined and implemented back through the system starting with a synthesis in terms of administrative tasks.

A summary of the basic flow chart for a systems approach relative to the occupational education administrative decision-making process reveals that this system brings together all the component parts that must be considered as one prepares to make decisions that influence the organization's operation. An analysis of the content of the cells within this system reveals that in totality, a system is made up of several parts (cells) which do contribute to making the system a complete functioning organism within itself. The reader should perceive a system as bringing together in one common structure the required feedback loops to identify all of the parts or tasks, or functions which contribute to the operation of the establishment. The system engineer is an essential person in the development of a systems approach in administration. The administrator of today must be part of a delivery system that has built within it a mechanism for evaluation, self-renewal, and a process for identifying the priorities, strategies, and alternatives to make a viable system meet the objectives and the accountability factors that are required in school administration. In the final analysis, a systems approach for the occupational administrator's decision-making process is truly the road map for improving the process and strengthening the position of the institution.

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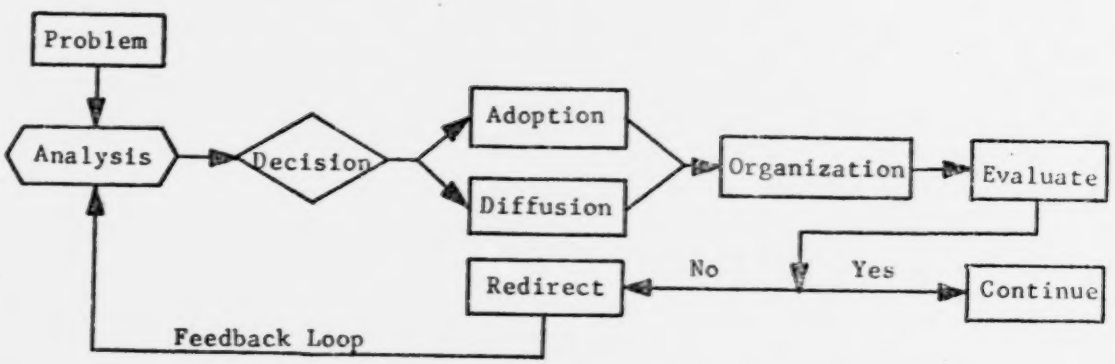
Chapter III

DECISION-MAKING AND PROBLEM-SOLVING IN ADMINISTRATION



INTRODUCTION

A major responsibility of the administrator is the solution of problems, both human and technical. Closely related to and an integral part of problem-solving and master planning is decision making. Those with experience in the fields of administration indicate that decisions not only help solve problems, but they also may create them.

The model and material in this section is a revision of the model In Simulation Training in Planning Vocational Education Programs and Facilities by Ivan E. Valentine, Richard F. Meckley and Zane McCoy. Published by The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1970.

The problem-solving and decision-making model, depicted in Figure III (Page 20), is designed to assist the administrator in problem-solving and the decision-making process. No claim is made to the originality of the process or the elements included. Although rarely are two administrative problems alike, they often lend themselves to a common method of solution. In the model, the process is conceptualized as consisting of seven major dimensions:

1. A felt need or problematic situation.
2. Isolation of the problem.
3. Assembly of information.
4. Data analysis.
5. The decision process.
6. Implementation of decision.
7. Evaluation, follow-up, and disposition of decision.

STEPS IN PROBLEM SOLVING

PROBLEMATIC SITUATION

The basis for decision is a felt need or identification of a problematic situation.

PROBLEM ISOLATION

Administrators usually define a problem as a question identified for inquiry, consideration, or solution. Often it is known that a problem exists, but it defies a quick solution. In the administrative role in such cases, it is important that the problem be reduced to a manageable form. The required steps for this procedure are: 1) identification,

Figure 111

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF

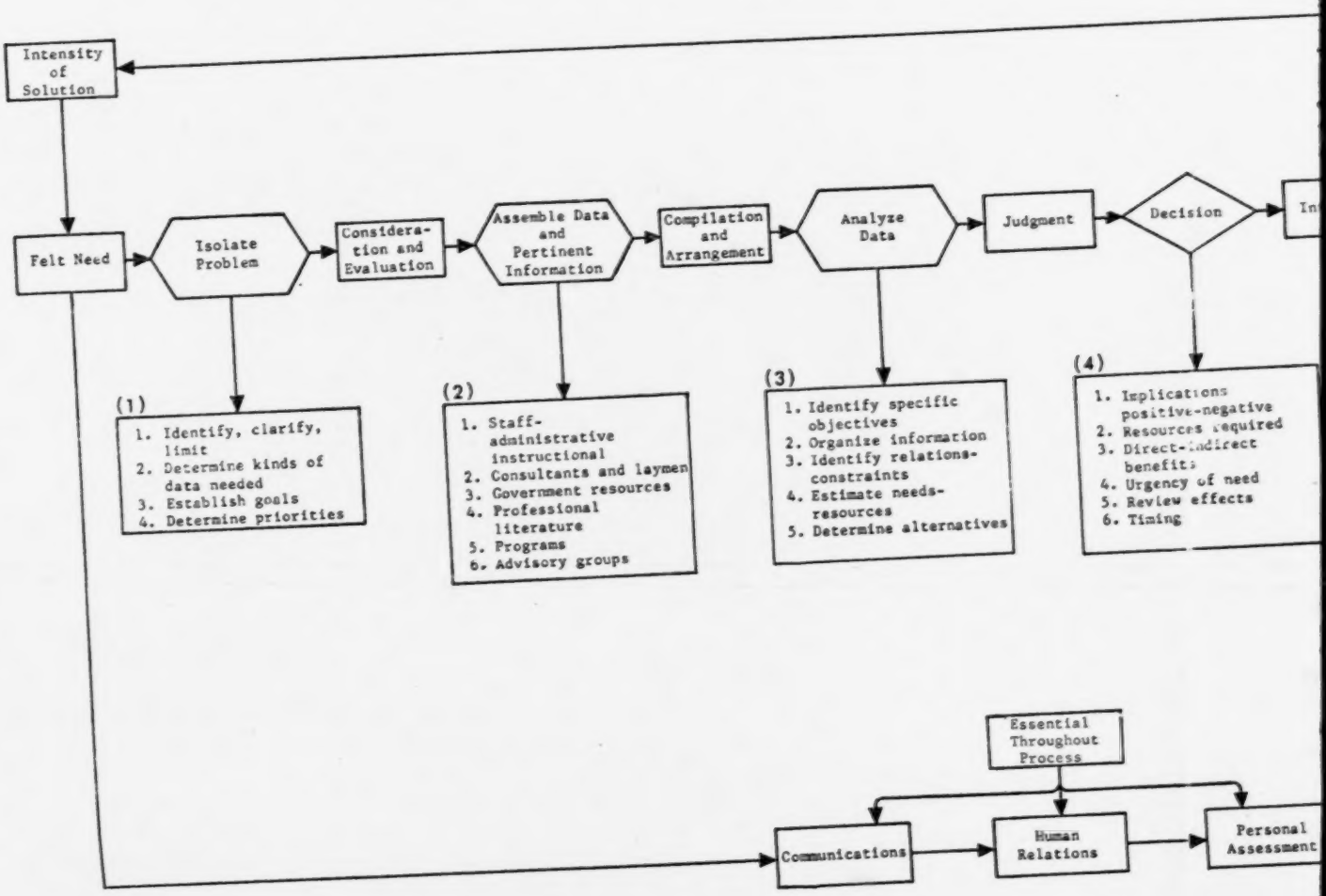
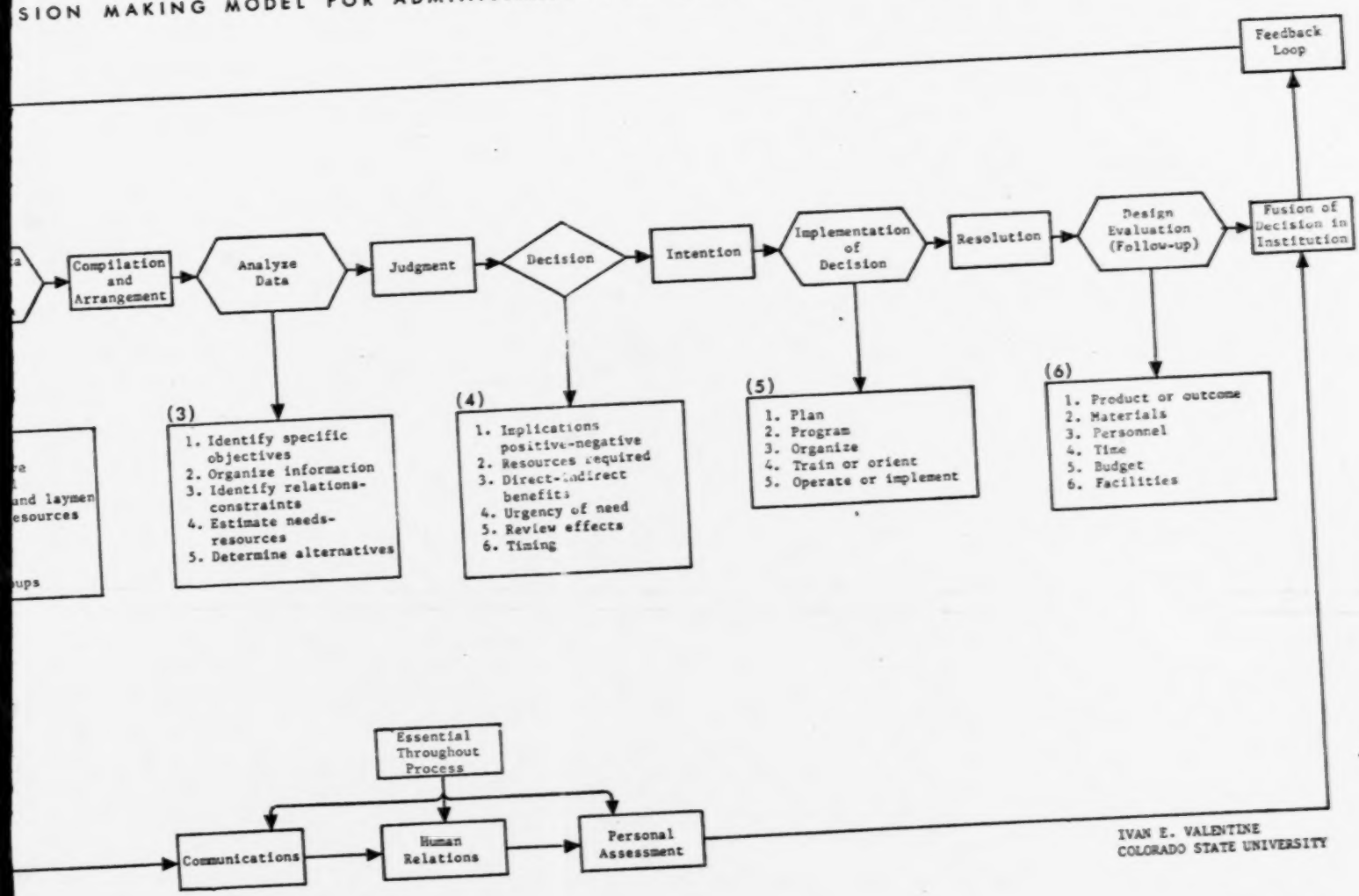


Figure 111

SION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS



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2) clarification, and 3) limitations. In other words, organization of a problem makes it clearly understandable and provides direction for a solution.

A problem also implies change--change requires decision-making and policy-making on the part of the administrator. In other words, a state exists which is unsatisfactory and requires improvement. In administration there are those who are dissatisfied with the operation of an institution and desire to improve it.

COLLECTING INFORMATION

Once the problem has been clearly identified, the attack is ready to begin. At this point in time it is imperative to acquire and assemble as much valid and relevant information as possible. The model indicates collecting information from the various sources. They are: laymen, staff members, programs, literature, governmental agencies, and consultants. The term laymen is descriptive of all persons who are not members of the particular professions, such as members of advisory committees and other interested individuals who have an impact on program decisions. Staff members include both professional and nonprofessional organizational employees. Literature includes research or opinions either directly or indirectly applicable to the problem. Books, surveys, results of research, periodicals, and other professional literature are included in this category. Governmental agencies at the local, regional, state, or national levels provide information particularly in the area of rules and regulations. The term consultant is generally used to describe any professional whether in the vocational field or from other disciplines, who is employed for the special knowledges and competencies he brings to the problem.

DATA ANALYSIS

Analysis of a problem in administration is an examination of a complex, its elements, and their relationships to one another. The first step in such a process is to organize the data collected into logical and useable form.

The data that have been collected are studied to identify relationships, constraints inherent to the problem under consideration. Some of the factors to be considered are the organization, trends, values, activities, space functions, regulations, and other identifiable constraints. Restraints are revealed from a study of the resources available, professional standards, legislation, and policies which restrict or direct the decision. Several questions suitable for analyzing the data are:

1. What values do the people in the organization hold?
2. What are the objectives of the institution?
3. To what degree are these objectives being met?
4. What are the effects on administrative, supervisory, and instructional staff in existing programs?
5. What effects do these problems have on students?
6. What are the potentials in terms of implications as a result of an analysis?

The final step in analysis of data is identification of alternatives available and establishing priorities for reaching established objectives. Since it would be a rare situation that resources were unlimited, each alternative should be analyzed for its cost effectiveness.

DECISION

Once the facts are assembled and the data analyzed, the administrator is in a position to make a decision. The framework within which he operates is a rational one involving balancing the needs, resources, and benefits to be derived. Since educational administration is a unique process, primary emphasis must be placed on implications for educational goals rather than cost.

Included in the process of decision-making are the values held by those involved. Thus, it would appear important that the administrator, as a decision-maker, analyze these values as well as the technical aspects of the problem. Successful decision-making requires a degree of compatability between those who are being served and those who serve. The adequacy of a decision depends upon the administrator's knowledge about the problem, his consciousness and response to it, and the intellect he applies in making a decision.

Finally, and exceedingly important, are the implications each alternative holds for the future of the organization. The decision-maker must project what will happen as a result of his decision. It is here that the ultimate payoff is realized since the goal of decision-making is success. Some appropriate questions the decision-maker must ask are:

1. How will this alternative affect other work in progress?
2. What stresses will it place on the existing organization?
3. What adjustments must be made within the organization to accommodate it?
4. What are some implications for creating new problems that can be anticipated as a result of making this decision?

IMPLEMENTING OF DECISION

After a decision has been reached on the direction of a decision, the planner must initiate a sequence of actions. The first began with the identification of clear-cut goal(s) for understanding. The second is translation of the goal(s) into reality. The latter step requires subdividing the overall task into logical units of work and establishing their relationships sequentially over a period of time allocated to implementing the decision.

Programming involves the assignment of personnel and resources for task accomplishment. The administrator then organizes for the task by obtaining necessary staff personnel, working quarters, equipment, and supplies for organizational efficiency. Once the decision is at hand, then training or orientation for those affected by the decision should be designed and implemented. It is at this stage that the plan becomes operational, and the organization begins to function on the basis of this decision.

EVALUATION

Evaluation is a constant process. No plan, regardless of how well conceived, is perfect. Adjustments will be required from time to time. Such adjustments will be facilitated through a planned program of evaluation established through open channels of communication. The elements to be evaluated include personnel, time, budget, facilities, materials, and, of course, the individual being directed and the product being developed or served.

Of great importance to the administrator in any decision-making process, as shown in the model, is the feedback loop that results from the

fusion of the decision through the institution back to the decision-maker. The effectiveness of the problem-solving and decision-making model is based on a continuous and effective use of communications, human relations, and personal assessment by the administrator.

Other administrative tasks or functions will be diagrammed and flow-charted, and a description for each integral part of the model will be provided for easy reading and applicability in the every day administration and operation of post-secondary, two-year type institutions.

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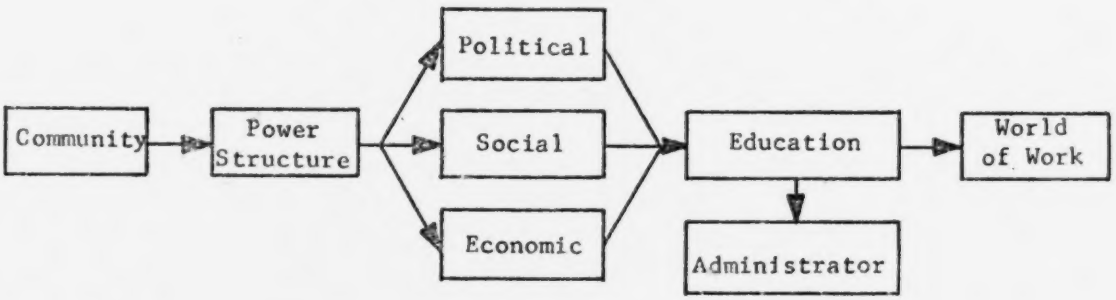
Chapter IV

POWER STRUCTURE AND INFLUENCE ON ADMINISTRATION



GOVERNMENTAL AGENCIES

Influence of governmental agencies varies with the level of the agency. The federal level influence reflects the policies of the President and the congressional delegations. The framework under which federal funds are dispersed to educational programs and projects originates in governmental agencies and departments. The more prominent departments are the U.S. Office of Education; Department of Labor, Housing, and Urban Development; and the Office of Economic Opportunity. The regional offices are an extended arm of the federal agencies. National manpower policies and social welfare programs are indicative of the federal government's role in

shaping state and local policies. Figure IV (Page 28) is the model depicting the power structure and their influence on the decision-making process.

State direction reflects the policies of the governor and reveals the position and posture of the state legislature. The greatest influence on educational institutions will come from the State Department of Education having constituted authority for program administration, supervision, and coordination. The department responsible for occupational education may be entitled Department or Division of Vocational Education, Department of Community Colleges and Occupational Education, Department of Continuing Education, or various other names so designated by the state.

The county, city, or district governing agencies will have many areas of influence that impact on the administrative role. If the institution derives revenue from an area tax base, this may be the agency or agencies exerting the greatest influence on administrative decisions and processes. Building codes, police authority, traffic control, property evaluation, and assessed evaluation for tax purposes are all influenced by the appropriate agency of the county, city, or district.

In addition to these specific governmental areas (district-township-parish), there may be others that encompass a larger or smaller area than specified. Combinations of the above areas and governmental agencies listed may be influencing factors in various decisions and identified as part of the power structure. County commissioners, city council members, mayors, political party chairmen, and most elected officials are generally in the local political power structure.

Figure IV

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONA

POWER STRUCTURE INFLUENCE ON DECISION MAKING

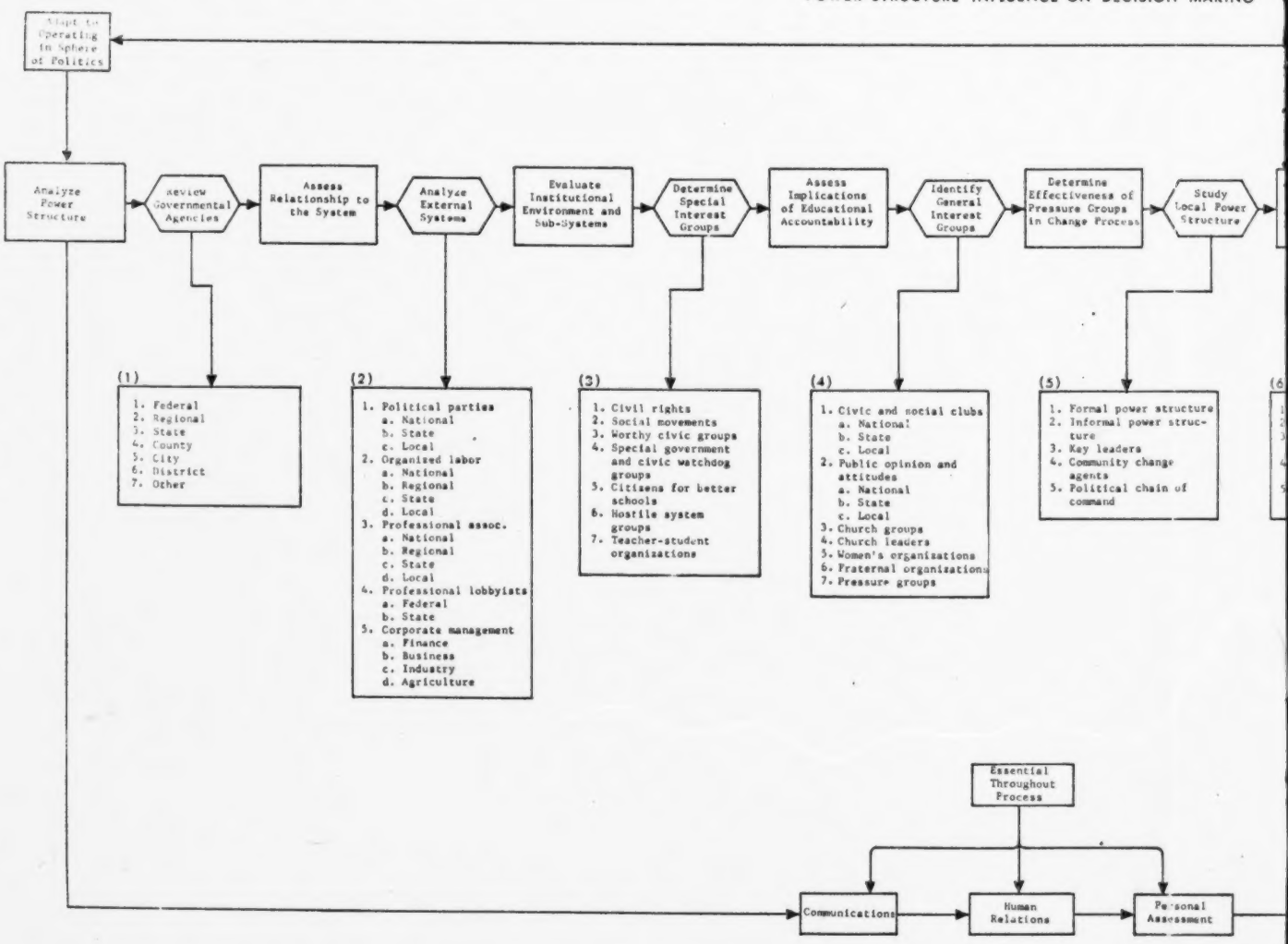
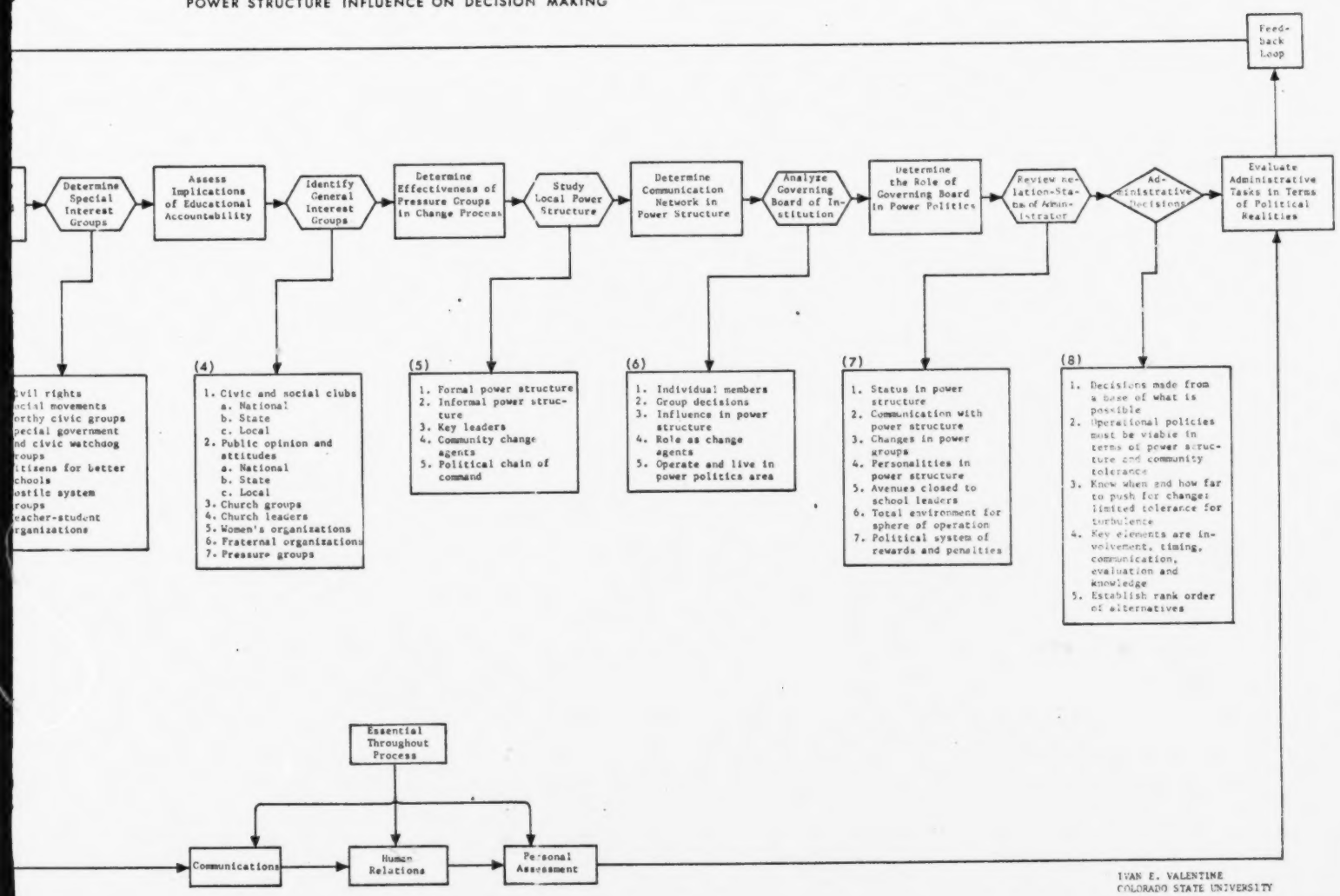


Figure IV

LVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

POWER STRUCTURE INFLUENCE ON DECISION MAKING


Feed-back Loop
Determine Special Interest Groups
Assess Implications of Educational Accountability
Identify General Interest Groups
Determine Effectiveness of Pressure Groups in Change Process
Study Local Power Structure
Determine Communication Network in Power Structure
Analyze Governing Board of Institution
Determine the Role of Governing Board in Power Politics
Review relation-Status of Administrator
Administrative Decisions
Evaluate Administrative Tasks in Terms of Political Realities
ivil rights
ocial movements
orthy civic groups
pecial government
nd civic watchdog
roups
itizens for better
chools
ostile system
roups
eacher-student
rganizations
(4)
1. Civic and social clubs
a. National
b. State
c. Local
2. Public opinion and attitudes
a. National
b. State
c. Local
3. Church groups
4. Church leaders
5. Women's organizations
6. Fraternal organizations
7. Pressure groups
(5)
1. Formal power structure
2. Informal power structure
3. Key leaders
4. Community change agents
5. Political chain of command
(6)
1. Individual members
2. Group decisions
3. Influence in power structure
4. Role as change agents
5. Operate and live in power politics area
(7)
1. Status in power structure
2. Communication with power structure
3. Changes in power groups
4. Personalities in power structure
5. Avenues closed to school leaders
6. Total environment for sphere of operation
7. Political system of rewards and penalties
(8)
1. Decisions made from a base of what is possible
2. Operational policies must be viable in terms of power structure and community tolerance
3. Know when and how far to push for change; limited tolerance for turbulence
4. Key elements are involvement, timing, communication, evaluation and knowledge
5. Establish rank order of alternatives
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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EXTERNAL SUBSYSTEMS

Political parties, organized labor, professional associations, and lobbyists operate from the national to and through local levels. The policies and viewpoints of these special groups may not be consistent at each level. The corporate management will have policies that influence educational decisions, and they may be compatible or in conflict with the strategies of the political party in power.

The well-informed administrator utilizes the services of advisory committees, citizens groups, and special interest groups to aid him as he functions outside the power structure; however, the aforementioned groups can pave the way for communicating with an elusive power structure.

Professional and national associations are of importance to the administrator in that they influence national and state policies. The influence of these groups should not be ignored as the decision-maker carries out his assigned responsibilities. Presently, church leaders and women's organizations at all levels are recognized as prime movers for special interests in the nation's society. These are only a few of the subsystems that operate in the environment that may be hostile or friendly toward the educational establishment.

It should be recognized that members of the policy-making body for occupational education are not usually part of the power structure; however, in many cases they do have access to important members therein or are part of the communication network that places them in contact with key leaders at all levels. The present-day administrator must have more than a working knowledge of state school laws and an understanding of federal and state rules and regulations.

ECONOMIC SUBSYSTEMS

The economic condition in a given enterprise is the base for decision-making and provides direction for determining the purposes of the organization. Pressure for a better system of determining cost benefits for education has placed the decision-making process in the scientific spectrum, relative to the economic implications for school administration. Key leaders in banking, insurance companies, members of the legal professions, financial institutions, and financial regulatory agencies or boards are found most often to be in the upper levels of the power structure. Of serious concern to educational administrators is the hostile attitude (taxpayers) that seems to prevail in most communities toward meeting fiscal responsibilities for a sound educational program. A key factor in administering a program for occupational education is the inflationary cost of operation of the program. Citizen's demands for more and better educational opportunities for youth and adults is common. These demands have made an impact for increasing the requirements on a limited number of scarce resources to meet these needs. There is little doubt that one of the greatest responsibilities of the administrator is to secure adequate resources to accomplish the assigned mission of the institution.

The nation's economic base is in a state of fluidity, due to changes in national economic policies for our defense posture and a re-thinking of our national priorities. Severe fluctuation in employment and unemployment patterns for the nation have created a series of crises-oriented programs for solving the employment and educational needs of our nation. The national economic strategy influences greatly the administration of occupational education programs. The expansion of federal and state funding

for all education results in expanded responsibilities for planning and management functions. One of the most power-oriented groups at the state level is the agency, State Advisory Budget Commission, responsible for developing and presenting the state budget request to the legislature. Special consideration should be given to ex-members of agencies or boards responsible for state fiscal affairs. They are important in the economic power structure in any state.

Periods of high employment and economic prosperity present the administrator with a completely different approach for occupational education and management tasks; conversely, high unemployment and economic scarcity of resources presents a new set of challenges forcing the solutions for planning and management for occupational education to become more difficult and complex. A paucity of resources for program operation is one of the greatest handicaps facing the administrator of occupational education.

The greater the participation of federal, state, county, and city agencies in the educational institution, the greater is the need for the administrator to have a working knowledge and understanding of the rules and regulations associated with operation of the programs. The social, political, and economic power structure in most communities, usually does not include key educational leaders in the higher echelon. This status places the educational leader in the position of planning and managing the institution from a position outside the structure (formal or informal) for maintaining the organization in the social system. In education, as in other enterprises, the economic power structure is the key relative to controlling the flow of required resources.

SOCIAL SUBSYSTEMS

The internal and external social forces in the environment apply pressure that influences the operation of the educational delivery system. Civil rights, social movements, and other worthy social and civic groups are an essential part of the democratic process. The present-day administrator must be well versed in the degree of change processes which a community and modern society will tolerate. Special citizens watch-dog groups are having a greater influence on social attitudes of students, parents, and employers than ever before. Pressure for accountability in terms of student and fiscal affairs is in essence the name of the game for administrators.

The formal and informal social forces must be heard, considered, and have a right to participate in reaching viable solutions for maintaining occupational educational programs in the establishment. Of prime concern to the administrative process is the national, state, and local public opinion and attitude towards the educational system. These attitudes are intrinsically a base for decision-making which are identified by change agents.

The administrator must develop a keen sense for identifying the role and function of the governing board in the power structure. Typically, board members are not included in the top power structure; but what is important to the institution is the line of communication and entree they do provide for the institution.

In summary, the administrator of occupational education must devise a viable strategy for determining priorities and alternatives for meeting the needs of the community (student, parents, employers) as he plans for

educational change and satisfying the needs of the organization. The present-day administrator can ill afford to make crucial decisions without due consideration for the power structure in the community. Occupational education and those responsible for the management tasks should not isolate nor insultate their responsibilities from the environment responsible for its existence.

THE ADMINISTRATOR AND THE GOVERNING BOARD

In all educational institutions the organizational structure provides for a legally constituted governing board. This board is identified as the legal agency responsible for conducting the affairs of the institution. In the formal organization these boards may be called board of education, board of trustees, board of governors or directors, a board of regents, commissions, or committees; and these classifications are typical titles designated to them by some higher authority. Membership on the aforementioned boards is usually by election or appointment for specific terms. Most terms of office for members are staggered to provide stability due to the changing membership. The number of members on governing boards varies from state to state and by institutional classification.

The governing board (policy-making board) usually is made up of a president or chairman, vice-president or vice-chairman, a secretary, and a treasurer. The board structure also includes several committees who are appointed from the membership of the board and whose chairmen are responsible to the board members.

The governing board has the responsibility to select, appoint and/or terminate the services of the administrator (educational leader) who

conducts the affairs of the institution for the board. The administrator must understand the scope of responsibilities and role he assumes in administering the educational program. The governing board has as its prime responsibility general policy-making authority and the overall responsibility for the institution. The administrator has authority to administer the program within the policies of the board and is responsible for developing administrative policies required in managing the organization. The administrator must develop an atmosphere of cooperation with the board; however, both parties must have confidence and mutual respect for the responsibility and function of each other. The governing board should not be administrative in function; however, in the public sector, this is one of the main issues with educational leaders that is presently a vital concern.

Ideally, the administrator recommends policy to the board relative to staff, facilities and equipment, finance, program, and supportive services. The policy-making board reviews these recommendations and takes appropriate action. The administrator has the task of implementing board policy. The administrator is responsible for communicating with the board through status reports which reveals the procedures and standards of operation for the institution. The policy-making board usually employs a legal counsel to advise both the board and the administrator on legal matters relative to operating the institution. The administrator should provide the governing board with the expertise relative to interpreting school law and federal-state rules and regulations that influence the operation of the institution.

The administrator usually prepares the agenda for board meetings, works closely with the president preparing for the regularly scheduled

meetings and plans for special meetings as required. The administrator must prepare and present to the board all items that require policy decisions and actions that are reserved for the board. Administrators should be acquainted with the procedures of the policy-making board meeting in executive session. These sessions may cause concern for administrators. However, it should be noted that on occasions, boards desire to meet in executive sessions on certain sensitive problems or issues. If the board meets often in these closed sessions, the administrator should make an analysis of the situation which might cause or foster the actions of the board to call such sessions. Most executive sessions exclude the administrator and are closed to members of the press.

The administrator's role with the governing board is one of his major responsibilities. The relationships and attitude for solving mutual problems cooperatively will strengthen the organization. The administrator should develop a board policy manual and make the required changes when policy is initiated or changed. The educational leader must assume the role of a change agent in working with the board; if he is ineffective in this role, the organization will also be threatened.

Working with the governing board requires of the administrator the ability to:

1. persuade, not pressure, and demonstrate leadership qualities
2. perform in a diplomatic and professional manner
3. be a good listener and respect the opinion of others
4. be firm when the situation demands
5. be consistent in operation and command respect
6. be an effective communicator

7. operate from a base of knowledge
8. delegate authority and responsibility
9. practice human relations at all times
10. accept criticism
11. plan and organize
12. make valuable use of his time
13. utilize effectively the resources available

The above characteristics are only a few of the special activities that are a part of the personal and professional attributes that are required of the administrator. In performing the leadership role, the ability to innovate and create organizational changes which improve the educational program is also an important function of the position.

Of all the tasks and responsibilities that must be assumed by the administrator, working with the governing board is the most important and has far-reaching and lasting effects.

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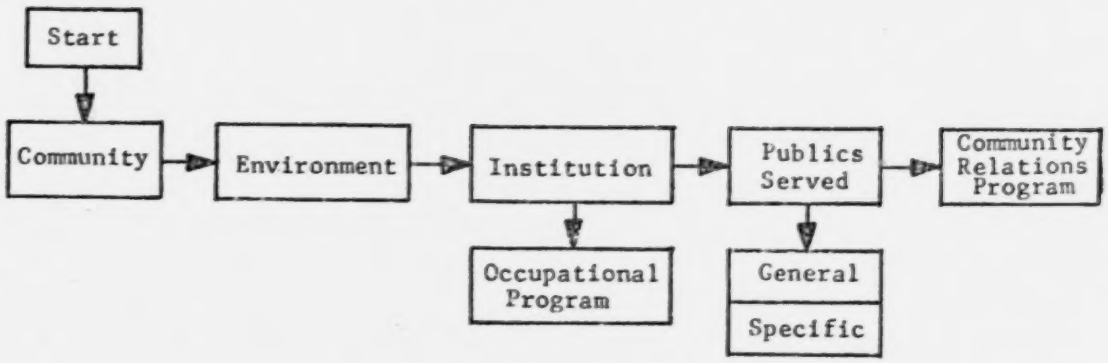
Chapter V

COMMUNITY RELATIONS TASKS AND INFLUENCE ON DECISION-MAKING



RATIONALE FOR COMMUNITY RELATIONS

Community relations or public information programs should be well planned and organized. The name or title used in identifying the tasks is really not too important; the results in terms of public satisfaction should be the real concern. Administrators should view the community relations program as a device for informing the publics served relative to promoting the institution and the programs therein, as indicated in model Figure V (Page 39). In a sense, community relations is a means

Figure V

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIO

COMMUNITY RELATIONS TASKS AND INFLUENCE ON DECISION MAKIN

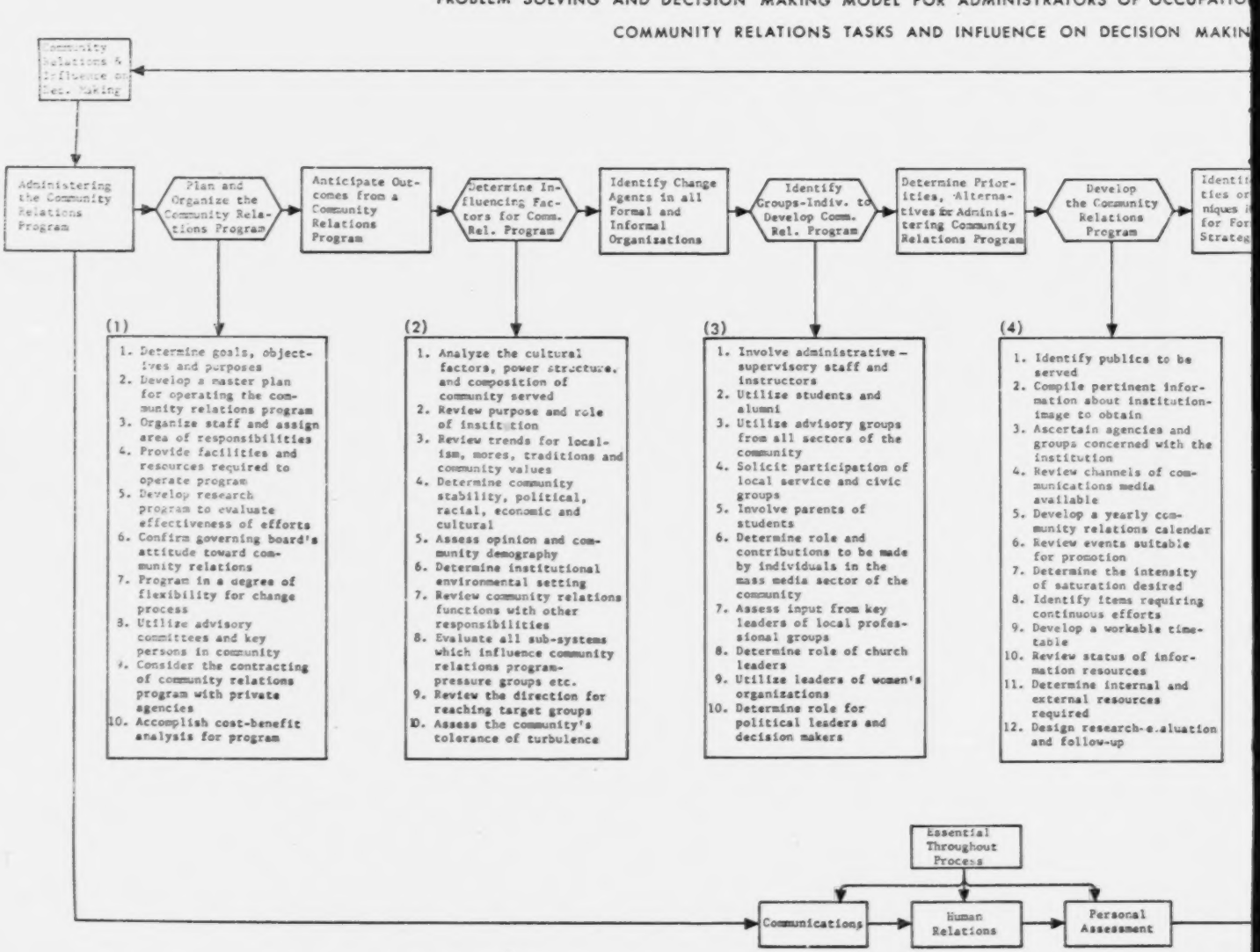
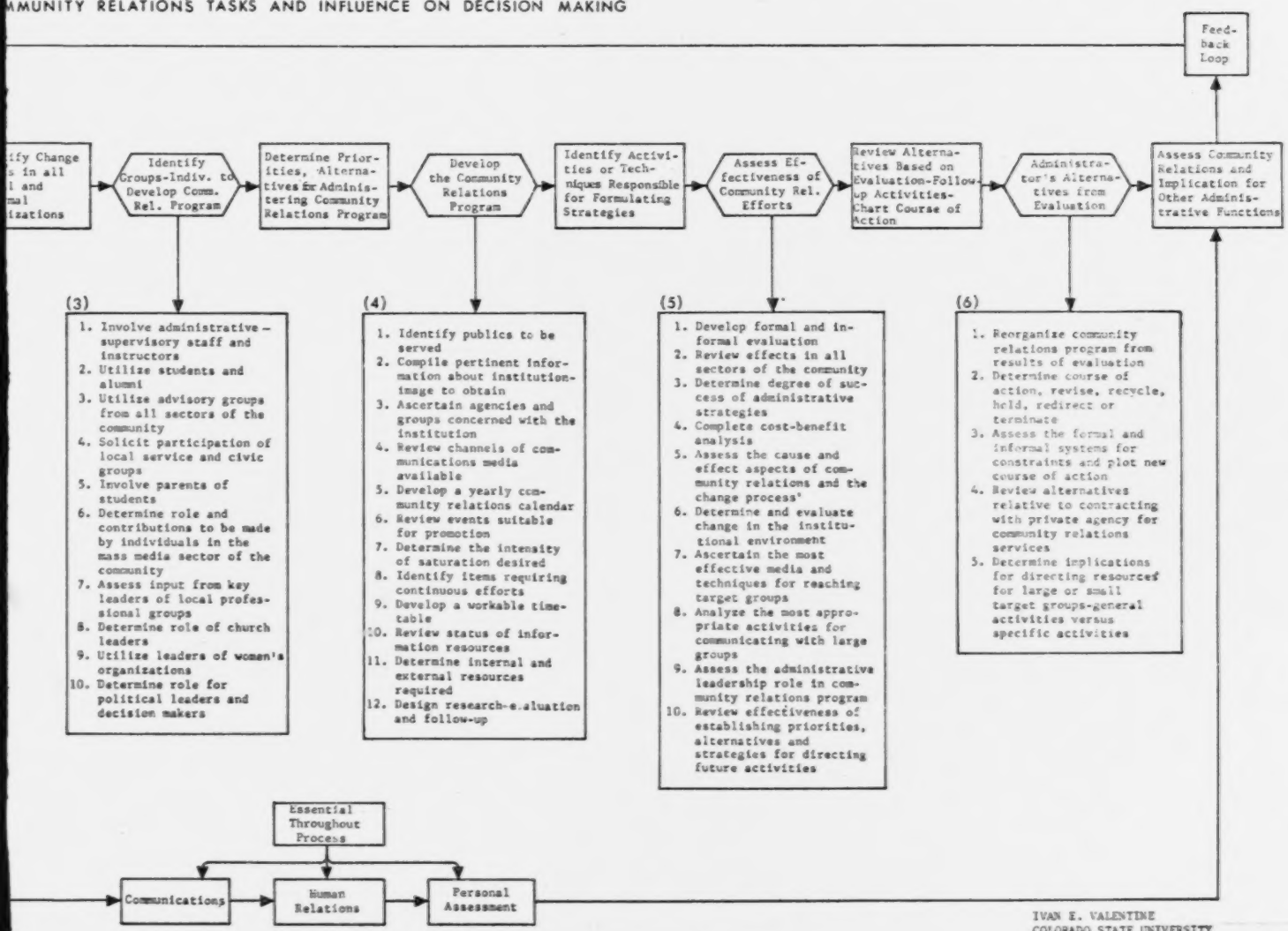

Community Relations & Influence on Dec. Making
Administering the Community Relations Program
Plan and Organize the Community Relations Program
Anticipate Outcomes from a Community Relations Program
Determine Influencing Factors for Comm. Rel. Program
Identify Change Agents in all Formal and Informal Organizations
Identify Groups-Indiv. to Develop Comm. Rel. Program
Determine Priorities, Alternatives for Administering Community Relations Program
Develop the Community Relations Program
(1)
1. Determine goals, objectives and purposes
2. Develop a master plan for operating the community relations program
3. Organize staff and assign area of responsibilities
4. Provide facilities and resources required to operate program
5. Develop research program to evaluate effectiveness of efforts
6. Confirm governing board's attitude toward community relations
7. Program in a degree of flexibility for change process
8. Utilize advisory committees and key persons in community
9. Consider the contracting of community relations program with private agencies
10. Accomplish cost-benefit analysis for program
(2)
1. Analyze the cultural factors, power structure, and composition of community served
2. Review purpose and role of institution
3. Review trends for localism, mores, traditions and community values
4. Determine community stability, political, racial, economic and cultural
5. Assess opinion and community demography
6. Determine institutional environmental setting
7. Review community relations functions with other responsibilities
8. Evaluate all sub-systems which influence community relations program-pressure groups etc.
9. Review the direction for reaching target groups
10. Assess the community's tolerance of turbulence
(3)
1. Involve administrative – supervisory staff and instructors
2. Utilize students and alumni
3. Utilize advisory groups from all sectors of the community
4. Solicit participation of local service and civic groups
5. Involve parents of students
6. Determine role and contributions to be made by individuals in the mass media sector of the community
7. Assess input from key leaders of local professional groups
8. Determine role of church leaders
9. Utilize leaders of women's organizations
10. Determine role for political leaders and decision makers
(4)
1. Identify publics to be served
2. Compile pertinent information about institution-image to obtain
3. Ascertain agencies and groups concerned with the institution
4. Review channels of communications media available
5. Develop a yearly community relations calendar
6. Review events suitable for promotion
7. Determine the intensity of saturation desired
8. Identify items requiring continuous efforts
9. Develop a workable time-table
10. Review status of information resources
11. Determine internal and external resources required
12. Design research-evaluation and follow-up
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure V

DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

MMUNITY RELATIONS TASKS AND INFLUENCE ON DECISION MAKING


Feed-back Loop
ify Change s in all l and mal izations
Identify Groups-Indiv. to Develop Comm. Rel. Program
Determine Priorities, Alternatives for Administering Community Relations Program
Develop the Community Relations Program
Identify Activities or Techniques Responsible for Formulating Strategies
Assess Effectiveness of Community Rel. Efforts
Review Alternatives Based on Evaluation-Follow-up Activities-Chart Course of Action
Administrator's Alternatives from Evaluation
Assess Community Relations and Implication for Other Administrative Functions
(3)
1. Involve administrative – supervisory staff and instructors
2. Utilize students and alumni
3. Utilize advisory groups from all sectors of the community
4. Solicit participation of local service and civic groups
5. Involve parents of students
6. Determine role and contributions to be made by individuals in the mass media sector of the community
7. Assess input from key leaders of local professional groups
8. Determine role of church leaders
9. Utilize leaders of women's organizations
10. Determine role for political leaders and decision makers
(4)
1. Identify publics to be served
2. Compile pertinent information about institution-image to obtain
3. Ascertain agencies and groups concerned with the institution
4. Review channels of communications media available
5. Develop a yearly community relations calendar
6. Review events suitable for promotion
7. Determine the intensity of saturation desired
8. Identify items requiring continuous efforts
9. Develop a workable timetable
10. Review status of information resources
11. Determine internal and external resources required
12. Design research-evaluation and follow-up
(5)
1. Develop formal and informal evaluation
2. Review effects in all sectors of the community
3. Determine degree of success of administrative strategies
4. Complete cost-benefit analysis
5. Assess the cause and effect aspects of community relations and the change process
6. Determine and evaluate change in the institutional environment
7. Ascertain the most effective media and techniques for reaching target groups
8. Analyze the most appropriate activities for communicating with large groups
9. Assess the administrative leadership role in community relations program
10. Review effectiveness of establishing priorities, alternatives and strategies for directing future activities
(6)
1. Reorganize community relations program from results of evaluation
2. Determine course of action, revise, recycle, hold, redirect or terminate
3. Assess the formal and informal systems for constraints and plot new course of action
4. Review alternatives relative to contracting with private agency for community relations services
5. Determine implications for directing resources for large or small target groups-general activities versus specific activities
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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whereby the educational leader uses the resources of the community and the institution to manipulate or direct the publics' attitude toward the educational establishment.

Students are the heart of any educational program, and parents are vitally interested in their educational processes. This sets the stage for planning a viable community relations program. Parents, teachers, and students are becoming more aggressive and hostile toward the educational system. This indicates to the administrator the need for better communication with all groups. A high satisfaction index with the school will reduce the level of turbulence in the community.

An administrator does not have the option of conducting or not conducting a community relations program. A community relations program will be conducted. The choice is will the program be planned or unplanned. A planned program of community relations will not guarantee good will; however, it will have a greater possibility of creating it than an unplanned program. Effective teaching and sound administration are the basis for a good community relations program. The primary purpose of the community relations program is to publicize effective teaching and sound administration. From this will come the good will desired for the institution. A good community relations program is founded on good planning, organizing, and communicating.

DEVELOPING COMMUNITY RELATIONS PROGRAM

The determination of the goals, objectives, and purposes is the basic function of the administrator in planning a community relations program, as it is in planning virtually any program. Before proceeding with the

planning activity the administrator may wish to consider contracting the community relations program with a professional private agency specializing in this activity. Their proficiency has been demonstrated in many public affairs ventures; however, in many public institutions it may be prohibited by law to expend public funds for their services. Therefore, if it is not possible to contract for their services, the next step will be to develop an institutional master plan for operating the community relations program. In developing the master plan, it is advantageous to utilize advisory committees, key persons in the community, staff, and students, if it is at all possible. The master plan must not be a rigid plan; it must be developed to capitalize on future events. It is necessary to program into the plan a degree of flexibility for the normal change process and the unexpected events. The master plan should include planning of methods and means to organize the staff to assist the program through assigned areas of responsibilities. Basic planning should include enumerations of the facilities and resources required to operate the program. The final phases in planning should include a plan to develop a research program to evaluate the effectiveness and cost-benefit analysis of the program. With the planning completed, the results should be presented to the governing board to confirm their attitude toward the community relations program and develop policies for implementing the plan. After approval, the governing board, the administrator, and his staff may anticipate the outcome from a community relations program. However, he must ascertain outside subgroups in the environment that may influence the program. The community relations staff must identify the formal and informal organizations within and on the periphery that influence the educational program.

ANALYZE PUBLICS TO BE SERVED

To effectively ascertain the factors that influence the community relations programs, it is necessary to review the purpose and role of the institution. The purpose and role are the determinants upon which surrounding factors will either interact in a positive or negative manner with the publics concerned. A basic factor to consider is the environmental setting in which the institution is located. To determine the environmental setting in the community which is served by the institution will be the bench mark for an analysis of the culture, composition, and power structure. This analysis should be expanded to include a review of the trends for localism and the mores, traditions, and values of the community. The political, racial, economic, social, and cultural stability should also be included in the analysis of the community. Values in a community range from the demography, which is rather slow in changing, to the public opinion, which may change more rapidly. The public opinion must be a perpetual inventory of conditions since changes occur constantly rather than periodically. An evaluation of all subsystems, both internal and external, which influence the community relations program must be made prior to reviewing the techniques, direction, or methods and media to be utilized to reach the target groups identified in the development of the community relations program. Another important consideration in planning and conducting the program is to perceive the level of tolerance for turbulence which the community may withstand. A community relations program must be kept within these levels to yield any degree of success. A final influencing factor is the administrator's perception of the community relations function in reference to his total responsibilities.

When the influencing factors in the environment have been identified, an informal survey must be conducted to identify the change agents in all formal and informal organizations. Then, a plan of action utilizing change agents in the change process must be developed.

PLANNING THE COMMUNITY RELATIONS PROGRAM

The basis for a good public relations program are effective teaching and sound administration. It is evident that the instructors and administrative-supervisory staff and students must be the core personnel in the community relations program. The advisory groups from all sectors of the community will greatly assist the core personnel. The general advisory committee will assist the administrators, and the draft or specialty advisory committee will assist the department heads and instructors in the various departments. It is essential to consider the influence of organized labor in developing the public relations program. The business and industrial communities are the prime users of the products from occupational education programs. The largest group of personnel in the public relations program are the students, alumni, and parents of the students. This audience (public) should be the most informed group in the public relations program as they are directly associated with the internal conditions of the institution. The most valuable asset in a community is its youth.

The mass media sectors of the community, such as newspapers, radio, and television, may be a tremendous asset; therefore, their role and contributions must be determined and cultivated. To assist in soliciting participation of the local service and civic groups, the instructors, supervisors, and administrators should be encouraged to become active

members in these groups. Female members of the staff should be encouraged to participate in women's organizations, such as the business and professional women's groups or the American Association of University Women's Association. These groups should be integrated into the public relations program. The church leaders may be a powerful force; therefore, a determination of their role must be made. Two groups that should not be overlooked are the local professional groups and the political leaders or decision makers in the power structure. It is imperative that their input or contribution to the program be assessed. After identification of the groups and individuals to develop the public relations program has been made, it is necessary to determine strategies, priorities, and alternatives that may be utilized for administering the program. When the priorities and alternatives have been determined, the previously-compiled information may be utilized in developing the specific program that will be implemented.

ADVISORY AND CONSULTIVE SERVICES

The advisability of utilizing the assistance of general and craft or specific advisory and consultive groups has been stated. However, their potential is sufficient to warrant additional comments on utilization of their services. In utilizing these groups, it is essential that they be oriented to their role reflecting their advisory and consultative capacity. The advisory capacity should not be infringed upon--time consuming detailed work is not a part of the advisory group's function. The maximum potential of the groups can only be realized if the group is fully and accurately informed on the actions of the institution. To assure this, regular meetings must be held with prepared agendas; accurate minutes recorded, filed,

and distributed to each member; and reports prepared and distributed on items under discussion.

A fundamental premise to be utilized with the advisory groups, as well as the entire community relations program is honesty. Be sure the group is honestly informed on activities. It is not advisable to provide only the positive aspects to the group. If negative situations are encountered, inform the group of the circumstances surrounding the situation and thereby elicit their assistance in arriving at a solution. The "hands across the table" concept with business and industry must be viable to have quality occupational education.

DEVELOPING THE COMMUNITY RELATIONS PROGRAM

To effectively conduct an educational program, it is essential to determine who is to be served; therefore, in the community relations program it is necessary for the leadership to determine the publics to be served. A compilation of pertinent information about the image of the institution must be prepared to ascertain what information is to be utilized in securing favorable reactions and responses from the publics to be served. To assist in dissemination of the information to the publics, the various groups, and agencies that are concerned with the institution, their attitudes and positions must be ascertained. These target groups may react favorably or unfavorably; however, they must be identified and course of action determined. When the target populations have been ascertained, the means of communicating with them must be determined; therefore, a review of the channels of communications media must be made and the most productive media identified. The telephone is one of the most effective

communication media for the administration. With the identification of the publics, information, and media, it is possible to prepare a yearly community relations calendar and develop a workable timetable. In preparing the calendar and timetable, it will be necessary to review the events that are suitable for promotion and identify the items which may require continuous efforts. The community relations activities may include but are not limited to open house, science fairs, exhibits, student plays, musical recitals, industrial visits, TV shows, public hearings, newspaper articles, community speakers, parents' nights, symposiums and other activities that are student, teacher, and parent oriented. The administrator working with his staff, students, and lay groups should determine the method and identify the techniques for selecting the most appropriate activities and events to be included on the yearly community relations calendar. These activities and events will provide basic information in determining the intensity of the saturation desired. Prior to presenting the prepared information to the target publics, the status of the information resources should be reviewed to ascertain if it is appropriate to communicate with the specific publics to be served. A determination of the external and internal resources required to conduct the community relations program must be determined prior to program implementation. The final step in the planning process again must be the research-evaluation and follow-up activities to provide data for feedback into the program. This feedback will be utilized by the administrator in identifying the activities or techniques responsible for formulating strategies and assist him in selecting alternatives for changes in the program. The research data will assist in assessing the effectiveness of the program.

EVALUATING THE COMMUNITY RELATIONS PROGRAM

Both the formal and informal evaluation may be utilized in assessing the overall effectiveness of the community relations program. The evaluators should review the cause and effects in all sectors of the community and determine the degree of success of the administrative strategies for community relations. This evaluation will provide the basic data to be utilized in a cost-benefit analysis of the program. This analysis should be predominant in the minds of the personnel assessing the effectiveness of the program. In assessing the effectiveness, it is necessary to assess the cause and effect aspects of the program and identify the change process they have created. The cause and effect should be manifested in the determination and evaluation of the changes in the institutional environmental setting. From research and assessment data it should be possible to ascertain the most effective media and techniques for reaching the target groups. This data should be compiled for feedback in revision of the program and for future planning. One essential analysis must be the determination of the most appropriate activities for communicating with large groups, as this will be utilized in special programs, such as bond issue referendums or to counter a negative movement. An overall review should entail the effectiveness of establishing priorities, alternatives, and strategies for directing future community relations activities. A final analysis must be made to assess the effectiveness of the administrative leadership role in the program. Is the time invested commensurate with the outcomes? If not, it must be ascertained what modifications must be made to create a balanced situation and provide data for redirection.

From this total assessment it is possible to review several alternatives and chart a course of future action.

FOLLOW-UP ACTIVITIES FOR THE COMMUNITY RELATIONS PROGRAM

The evaluation of the community relations program will provide the administrator with alternatives based on data from the operation. This data may reveal the necessity to reorganize the program. The administrator must determine a course of action to follow, which may be to revise, recycle, hold, redirect, or terminate the program. He must assess the formal and informal systems for constraints and plot alternative courses of action. In reviewing the evaluation, consideration may be given to determining the advisability of contracting with a private agency to supply the community relations services, if this is permissible. A major part of the alternatives must include the assessment of implications for directing resources for large and small target groups. Should stress be placed on general activities or on identified, specific activities to be utilized in the program? This should be determined. It may be possible to conduct the program with less effort by general activities; however, the degree of effectiveness must be the determining factor in deciding what activities to utilize in conducting the program.

At this point, the administrator must assess the community relations activities and determine if there are implications for other administrative functions. Changing other functions may be a means of providing a built-in program that will perpetuate itself without a special emphasis upon each activity. A note of caution must be expounded in attempting to oversimplify the program since it must be remembered: "A community relations program

will be conducted; the type and intensity of the program is the prerogative of the administrative head."

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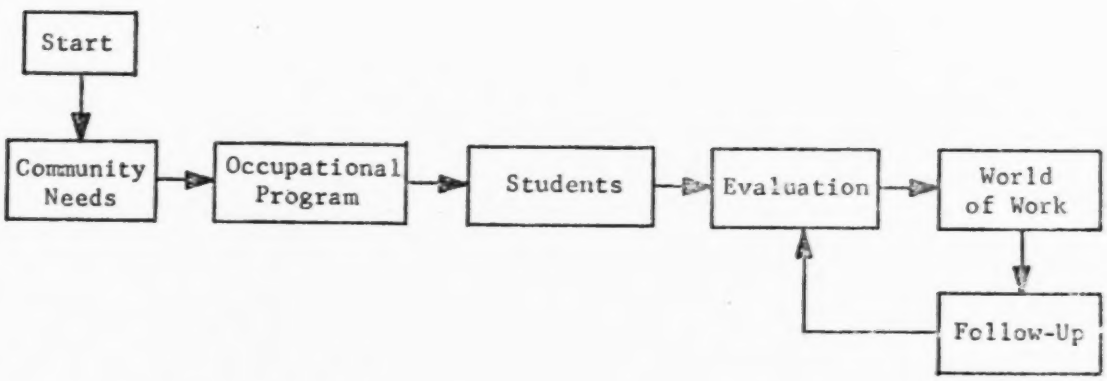
Chapter VI

CURRICULUM AND INSTRUCTION TASKS AND INFLUENCE ON DECISION-MAKING



THE CURRICULUM AND INSTRUCTIONAL PROGRAM

In the past occupational education curriculum developments efforts, which have been traditionally employed by leaders relative to up-dating curriculum, have had little impact because they have been associated with only a small portion of the over-all learning process. The present efforts for directing more of the resources from the federal and state agencies coupled with greater coordinated activities should improve the quantity and quality of instructional material.

Currently, educators are utilizing a new analytical approach for manipulating the important learning variables and evaluating their role in identifying and modifying the learner's performance. The present systematic manpower projection techniques, computerized network of job banks, makes it possible for educators to project and implement the training programs to meet this need. Figure VI (Page 52) is a model for curriculum and instruction tasks and their influence on the administrative process.

In the early days, through apprentice programs, the trainee worked continuously with the master craftsman to obtain the skills of the craftsman. This procedure was sufficient for the times. In this day of specialization and technology, it is hardly sufficient; therefore, the necessity of a detailed curriculum is self-evident.

CURRICULUM AND INSTRUCTION ANALYSIS

In developing and up-dating curriculum, it is essential that the administrator be thoroughly aware of the policies, procedures, and services of the state and local educational departments. The necessity of discovering "America" several times is a luxury that can no longer be afforded. Therefore, knowledge of all information that is available, relative to curriculum planning and development, is essential. The use of a general advisory committee is intrinsic in providing information and technical content on the training that is required. Utilization of advisory committees in the analysis stage may avoid needless effort expended on outdated training programs. Through the advisory committees it will be possible to ascertain the objectives of the curriculum and

Figure VI

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPA
CURRICULUM AND INSTRUCTION TASKS AND INFLUENCE ON DECISIO

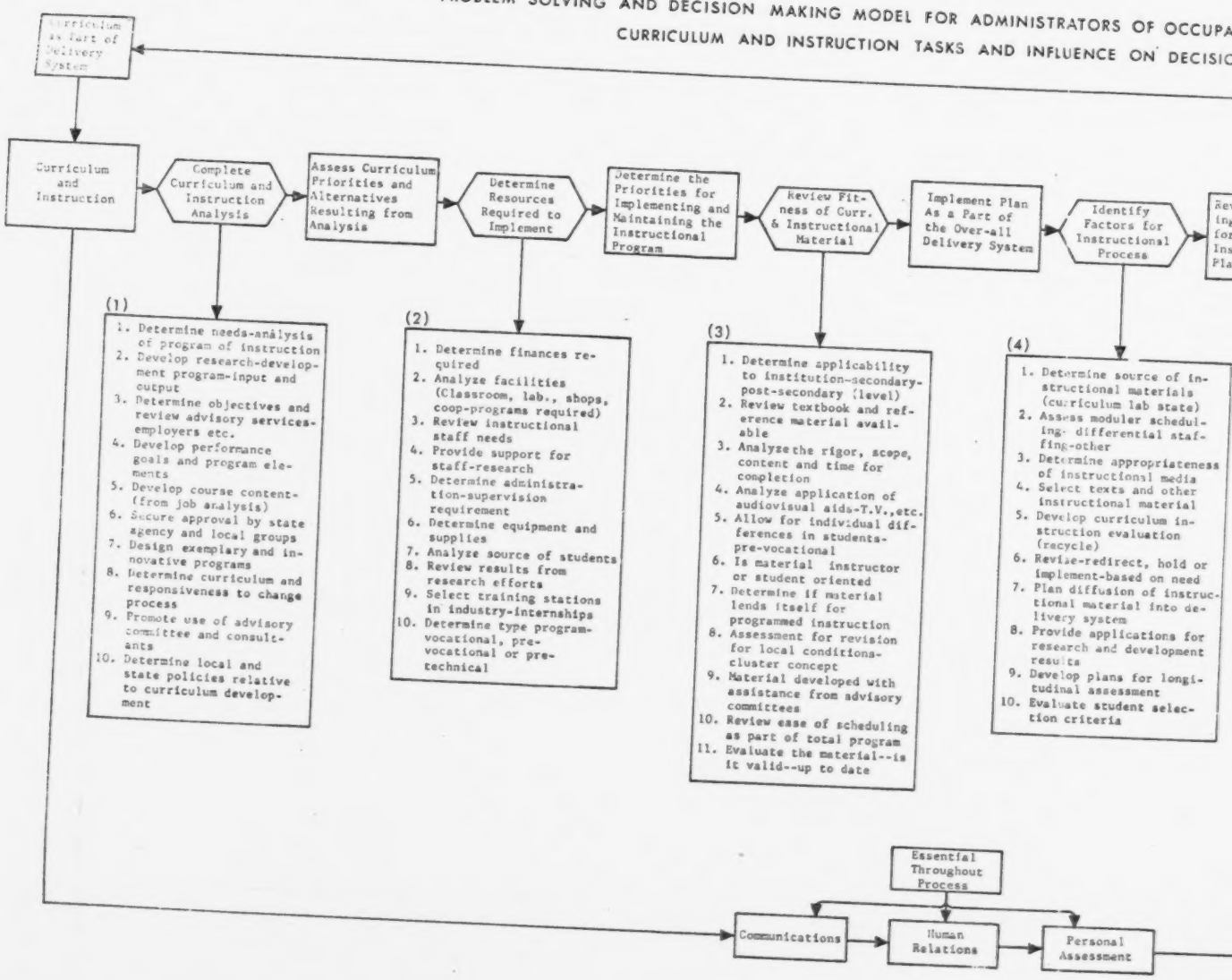
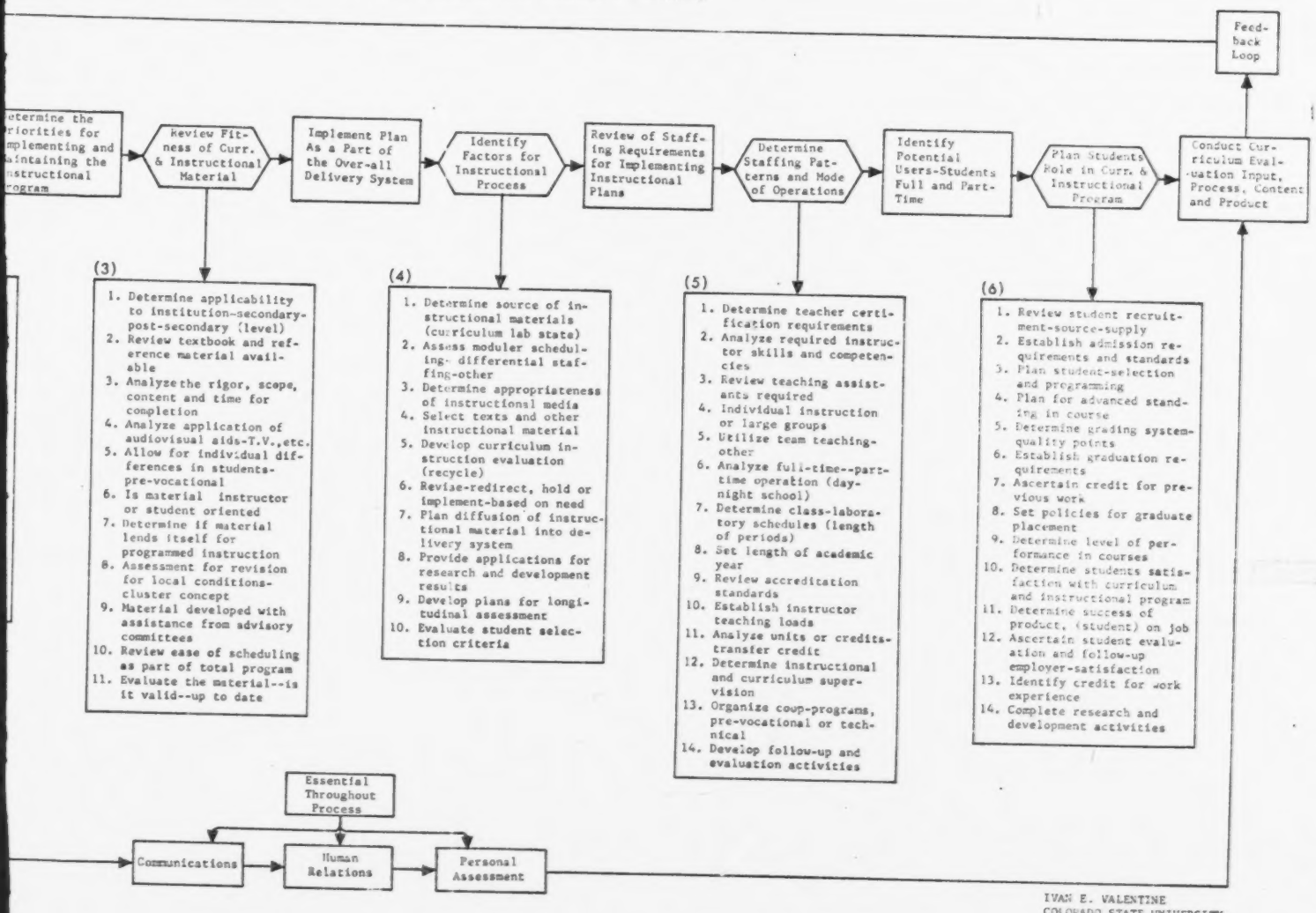

Curriculum as Part of Delivery System
Curriculum and Instruction
Complete Curriculum and Instruction Analysis
Assess Curriculum Priorities and Alternatives Resulting from Analysis
Determine Resources Required to Implement
Determine the Priorities for Implementing and Maintaining the Instructional Program
Review Fitness of Curr. & Instructional Material
Implement Plan As a Part of the Over-all Delivery System
Identify Factors for Instructional Process
(1)
1. Determine needs-analysis of program of instruction
2. Develop research-development program-input and output
3. Determine objectives and review advisory services-employers etc.
4. Develop performance goals and program elements
5. Develop course content-(from job analysis)
6. Secure approval by state agency and local groups
7. Design exemplary and innovative programs
8. Determine curriculum and responsiveness to change process
9. Promote use of advisory committee and consultants
10. Determine local and state policies relative to curriculum development
(2)
1. Determine finances required
2. Analyze facilities (Classroom, lab., shops, coop-programs required)
3. Review instructional staff needs
4. Provide support for staff-research
5. Determine administration-supervision requirement
6. Determine equipment and supplies
7. Analyze source of students
8. Review results from research efforts
9. Select training stations in industry-internships
10. Determine type program-vocational, pre-vocational or pre-technical
(3)
1. Determine applicability to institution-secondary-post-secondary (level)
2. Review textbook and reference material available
3. Analyze the rigor, scope, content and time for completion
4. Analyze application of audiovisual aids-T.V.,etc.
5. Allow for individual differences in students-pre-vocational
6. Is material instructor or student oriented
7. Determine if material lends itself for programmed instruction
8. Assessment for revision for local conditions-cluster concept
9. Material developed with assistance from advisory committees
10. Review ease of scheduling as part of total program
11. Evaluate the material--is it valid--up to date
(4)
1. Determine source of instructional materials (curriculum lab state)
2. Assess moduler scheduling- differential staffing-other
3. Determine appropriateness of instructional media
4. Select texts and other instructional material
5. Develop curriculum instruction evaluation (recycle)
6. Revise-redirect, hold or implement-based on need
7. Plan diffusion of instructional material into delivery system
8. Provide applications for research and development results
9. Develop plans for longitudinal assessment
10. Evaluate student selection criteria
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure VI

AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS
URRICULUM AND INSTRUCTION TASKS AND INFLUENCE ON DECISION MAKING


Feed-back Loop
etermine the riorities for mplementing and aintaining the nstructional rogram
Review Fitness of Curr. & Instructional Material
Implement Plan As a Part of the Over-all Delivery System
Identify Factors for Instructional Process
Review of Staffing Requirements for Implementing Instructional Plans
Determine Staffing Patterns and Mode of Operations
Identify Potential Users-Students Full and Part-Time
Plan Students Role in Curr. & Instructional Program
Conduct Curriculum Evaluation Input, Process, Content and Product
(3)
1. Determine applicability to institution-secondary-post-secondary (level)
2. Review textbook and reference material available
3. Analyze the rigor, scope, content and time for completion
4. Analyze application of audiovisual aids-T.V.,etc.
5. Allow for individual differences in students-pre-vocational
6. Is material instructor or student oriented
7. Determine if material lends itself for programmed instruction
8. Assessment for revision for local conditions-cluster concept
9. Material developed with assistance from advisory committees
10. Review ease of scheduling as part of total program
11. Evaluate the material--is it valid--up to date
(4)
1. Determine source of instructional materials (curriculum lab state)
2. Assess moduler scheduling- differential staffing-other
3. Determine appropriateness of instructionsl media
4. Select texts and other instructional material
5. Develop curriculum instruction evaluation (recycle)
6. Revise-redirect, hold or implement-based on need
7. Plan diffusion of instructional material into delivery system
8. Provide applications for research and development results
9. Develop plans for longitudinal assessment
10. Evaluate student selection criteria
(5)
1. Determine teacher certification requirements
2. Analyze required instructor skills and competencies
3. Review teaching assistants required
4. Individual instruction or large groups
5. Utilize team teaching-other
6. Analyze full-time--part-time operation (day-night school)
7. Determine class-laboratory schedules (length of periods)
8. Set length of academic year
9. Review accreditation standards
10. Establish instructor teaching loads
11. Analyze units or credits-transfer credit
12. Determine instructional and curriculum supervision
13. Organize coup-programs, pre-vocational or technical
14. Develop follow-up and evaluation activities
(6)
1. Review student recruitment-source-supply
2. Establish admission requirements and standards
3. Plan student-selection and programming
4. Plan for advanced standing in course
5. Determine grading system-quality points
6. Establish graduation requirements
7. Ascertain credit for previous work
8. Set policies for graduate placement
9. Determine level of performance in courses
10. Determine students satisfaction with curriculum and instructional program
11. Determine success of product, (student) on job
12. Ascertain student evaluation and follow-up employer-satisfaction
13. Identify credit for work experience
14. Complete research and development activities
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instructional program and determine needs of a new program or review and revise those that may be identified in existing programs. Upon formulation of the objectives and determining the needs, it is beneficial to implement activities for research and development to ascertain the scope of the educational process necessary from the input to the output of the program. From the activities for research and development, it will be feasible to develop the course content through the use of the occupational job analysis and related data collected from job classifications or descriptions. The development of performance goals and program elements is a natural sequence to the development of the course content. In this phase of analysis, it is essential to determine the degree of responsiveness in the curriculum to the change process. It is advisable to create a curriculum that is sensitive to the changes in the industry for which training is provided. Throughout the analysis phase, the administrator must not omit consideration of exemplary and innovative programs. It is quite possible that the advisory committees will not be aware of this type of a program; therefore, it is the responsibility of the administrator to determine when they exist and if it is possible to consider such a program. The final act relative to curriculum and instruction analysis is to receive approval from the appropriate state agencies and the local groups. It is essential to assess and validate the curriculum content, review priorities, and determine alternatives that are relevant to curriculum decision-making.

RESOURCES REQUIRED TO IMPLEMENT CURRICULUM

In determining the resources required to implement the program (curriculum), it is necessary to ascertain the level, type, and scope of the

program to be implemented. The program may be vocational, technical, pre-vocational, or pre-technical and may be conducted as an in-school program, an internship program with the student utilizing industry for a training station, or a combination of the two. The results from the research efforts should provide information on the source of students and the type and level of the program,which in turn will signify the facilities that will be necessary to conduct the program. The facilities required should include data on the classrooms, shops, laboratories, and specifications relative to size and special utilities for these facilities. Research should also include the instructional equipment, materials, supplies, and utilities costs necessary to implement and operate the program for the initial year. The required resources must also include the instructional staff, supporting staff, and administrative-supervisory staff required. When this information is assembled, it will be possible to calculate the total cost per instructional unit and thus determine the finances necessary to implement the program.

FITNESS OF CURRICULUM AND INSTRUCTIONAL MATERIAL

The curriculum will be enhanced through the utilization of pertinent instructional materials. The advisory committee should be able to provide assistance in selecting pertinent equipment and materials. In the selection process, a list of the textbooks and reference materials should be prepared and this list reviewed to create a workable number of books and references to aid in final selection. Items to consider in the selection procedure must include:

1. Are the materials appropriate for the level of instruction to be provided?

2. Has analysis of the rigor, scope, content, and time required for completion of the program been determined?

3. Does the material allow for the individual differences of the students?

4. Is the material oriented toward the level of the student and the level of instruction?

5. Does the material lend itself for use in a programmed-instruction situation?

6. Is the material adaptable to utilization of audio visual aids, such as filmstrip presentation, overhead projectors, closed circuit TV, and other media?

The advisory committee will be of valuable assistance in determining if the material is prepared in such a way that it will adapt to the local conditions and if the material is valid and up to date. Administrators must be aware that all students are not likely to enter local employment; therefore, the cluster concept of training must be built into the program through the instructional materials utilized. A final consideration the administrator must make is the ease of scheduling the program utilizing the instructional materials under consideration. The utilization of modular scheduling and the programming for block or unitized sequencing are an essential part of this function.

IMPLEMENTING CURRICULUM

The implementing of a curriculum may be considered as the application of the results from research and development activities. The source of students should be considered in the resources; however, the criteria and method of student selection must be considered and be developed as an integral part of curriculum planning. Another basic prerequisite for implementation of curriculum is the availability of a qualified instructional

staff and the availability of instructional materials. The occupational instructional program must be evaluated to determine if it will interlace with other educational programs. Examples may include the integrating of modular scheduling into a rigid schedule routine, differential staffing into a conventional staffing pattern, or the utilization of closed-circuit TV into a system critical of this media. The curriculum leader must review the element of diffusion of the instructional materials into the delivery system and determine its adaptability.

If the employment needs for graduates is marginal, it may be determined to revise, redirect, or hold the program; whereas, if the need is great, it may be determined that the curriculum and instruction should be programmed concurrently with plans for a longitudinal assessment.

STAFFING PATTERNS AND MODE OF OPERATIONS

A review of the staffing patterns should start with the program of instruction. It may be that the certification will alter the source of instructors; however, the skills and competencies of the instructor should not be compromised. Consideration should be given to teaching assistants since they are valuable to either individual or small group instruction as well as large group instruction. If team teaching is to be utilized, it may allow for procurement of instructors with a greater degree of specialization rather than a broad, general background of knowledge. Planning is essential to implement full-time or part-time operation to utilize the specific competencies of the instructional staff. The schedule of periods of laboratories or shops in reference to the number of related classes is a determinant in balancing the instructors' teaching

load. Supervision of the instructor and the curriculum should be reviewed to ascertain the number of such personnel available for this activity.

The type of program operated must also be analyzed as it will vary with the requirements for instruction and supervision. If a pre-vocational program is operated, it may be necessary to employ an instructor with a broad, general knowledge; whereas, if the program is technical in nature, more specialized instructors may be necessary. The length of the academic year will also be determined from the type of program, as in the case of a cooperative program which may operate on a year-round basis; whereas, a pre-vocational program may be on an approximate nine-month basis. The accreditation standards (regional, state, etc.) should be ascertained and reviewed, as they may provide pertinent data in reviewing the direction, follow-up, and evaluation procedures. Upon completion of an assessment of the staffing patterns and mode of operation, a review and identification of the present and potential users of the graduates should be instituted. A plan for placement is an integral task in curriculum planning.

CURRICULUM AND THE STUDENT

Curriculum planning should identify the source and supply from which to recruit students. The recruitment success will be contingent upon the admission requirements or standards for admission. After the standards are ascertained and the recruitment completed, it is then practical to program the students into the curriculum. The programming of students should provide for advanced standing. Advanced standing cannot be predicted before the levels of performance in the courses have been established. The

curriculum should be flexible and consider the amount of credit that may be given for work experience, and the amount of credit that will be granted for previous educational experience. All of these factors will influence advanced standing. These conditions must be considered as an interwoven influence for programming the student. Guidance and counseling is required for student placement and programming.

Upon completion of a review of the students' role, it is possible to evaluate the entire curriculum in terms of the student input, the entire educational process, and content. This total evaluation will yield information that may be utilized to provide feedback into the program from which adjustments may be made.

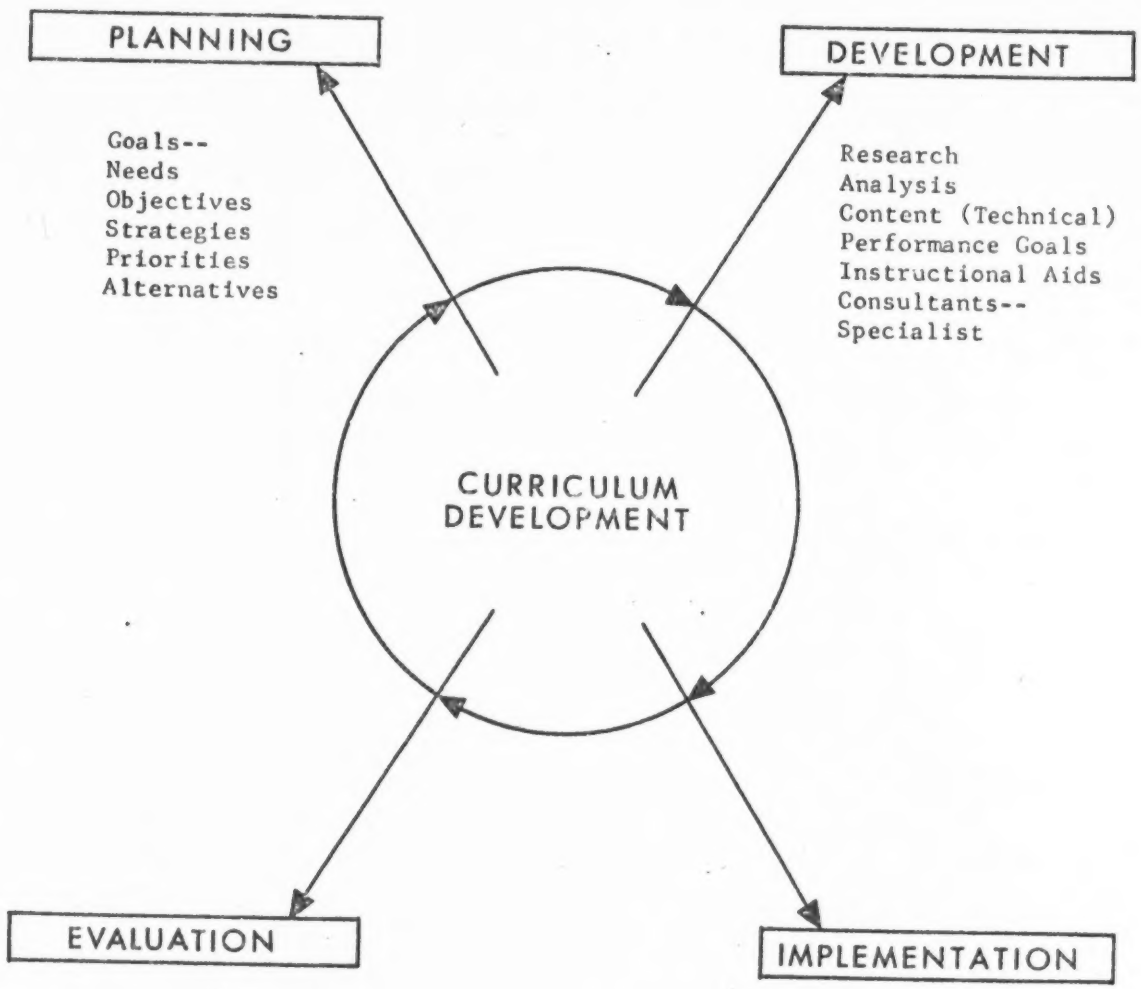
ASSESSMENT OF CURRICULUM DEVELOPMENT

Curriculum leaders and curriculum specialists in occupational education, regardless of the levels at which they function, must determine a viable solution for making the educational delivery system an effective one. They must meet concurrently the objectives as stated in local and state plans for vocational education. Those individuals charged with crucial decision-making responsibilities for curriculum planning and development turn to consultative services for the expertise in those fields or areas which they do not necessarily have within the organization.

Figure VII is a model for the assessment of curriculum development. It is not the intent of the model to probe into philosophical concepts relative to curriculum development and implementation; however, the model presented is designed to provide an effective device that will aid the leadership in curriculum development to implement a longitudinal assessment

Figure VII

ASSESSMENT OF CURRICULUM DEVELOPMENT



strategy for determining the effectiveness of curriculum planning and development. The systems approach to curriculum planning is rapidly being accepted among educators at all levels.

The four major tasks identified in assessing curriculum development are:

1. Planning
2. Development
3. Implementation
4. Evaluation

A review of the activities listed under each task reveals most impinging items or activities which have a direct influence on the major functions. The curriculum leader must be accountable for improving curriculum and the overall instructional process. The division of labor in some institutions separates the educational leadership role from the administrator. This is a controversial practice in some institutions. Pressure from students and other outside sources are demanding that education become more relevant and the instructional process be directed more toward meeting individual needs. Curricula must be responsive to change, and positive change comes about through effective planning for longitudinal assessment.

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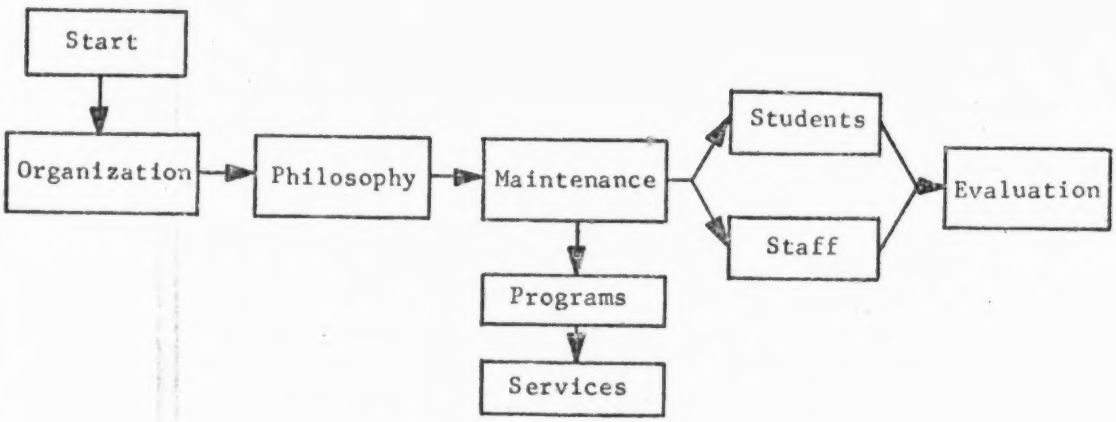
Chapter VII

THE STUDENT PERSONNEL PROGRAM AND THE DECISION-MAKING PROCESS



PLANNING THE STUDENT PERSONNEL PROGRAM

To plan, develop, and implement a student personnel program that will adequately meet the needs of students relative to student services, both present and future, requires a critical evaluation of what this program currently is and a projection of a program of student services as it really should be. In view of the constantly changing demands being made upon student personnel services, it becomes quite obvious that many of our traditionally-built facilities and ill-conceived programs for student

personnel as they relate to the demands of new and emerging services may be totally inadequate. Figure VIII (Page 64) is a model for administering the student personnel program.

In view of innovations in student personnel services with reference to program and facilities, administrators may wish to consider the new approaches relative to program flexibility and adaptability. Programs that have been poorly designed and hastily put together cannot operate within an organizational pattern that is responsive to implementing a dynamic program for student personnel services. The administrator in institutions responsible for occupational education must design a structure and organization which departs drastically from the traditional pattern. However, the chief prerequisite is that the program must be able to adjust and be reoriented with the least amount of confusion and disruption. Demands for change in the student personnel program do result from student hostility in the educational establishment to today and for tomorrow. Change for change sake is a poor criteria for redirecting the student personnel program within the institution.

PURPOSE OF STUDENT PERSONNEL PROGRAM

A forward-looking administrator of the student personnel services would want to include but not be confined to those services including guidance services, health services, psychological services, audiological services, speech pathology services, student accounting, social life, housing and student centers, food services, school publications, and other activities which are oriented to the total welfare of the student. The student personnel services should be designed to promote the well-being, self-esteem,

Figure VIII

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCC

STUDENT PERSONNEL TASKS AND INFLUENCE ON DECISIO

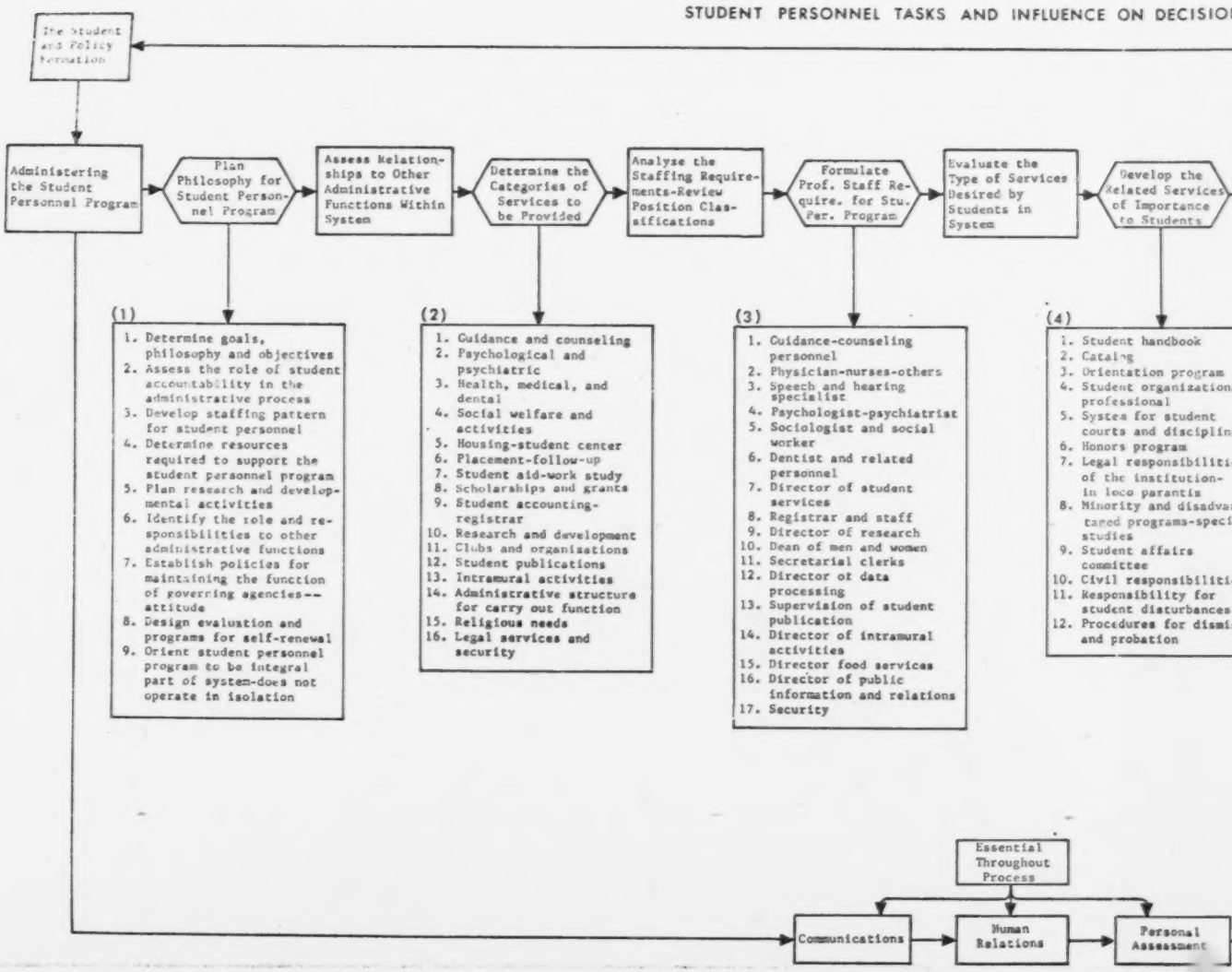
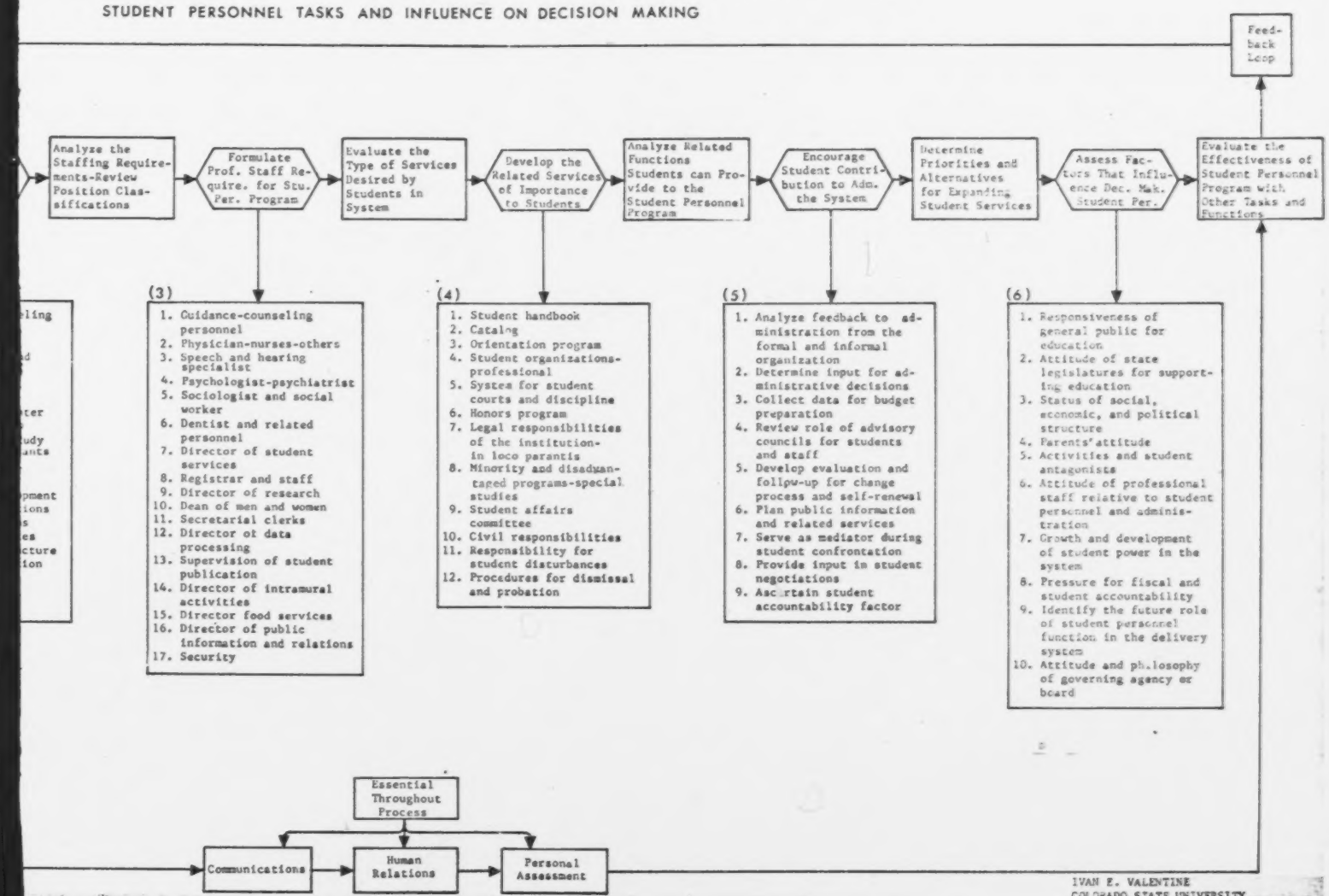

The Student and Policy Formation
Administering the Student Personnel Program
Plan Philosophy for Student Personnel Program
Assess Relationships to Other Administrative Functions Within System
Determine the Categories of Services to be Provided
Analyze the Staffing Requirements-Review Position Classifications
Formulate Prof. Staff Require. for Stu. Per. Program
Evaluate the Type of Services Desired by Students in System
Develop the Related Services of Importance to Students
(1)
1. Determine goals, philosophy and objectives
2. Assess the role of student accountability in the administrative process
3. Develop staffing pattern for student personnel
4. Determine resources required to support the student personnel program
5. Plan research and developmental activities
6. Identify the role and responsibilities to other administrative functions
7. Establish policies for maintaining the function of governing agencies--attitude
8. Design evaluation and programs for self-renewal
9. Orient student personnel program to be integral part of system-does not operate in isolation
(2)
1. Guidance and counseling
2. Psychological and psychiatric
3. Health, medical, and dental
4. Social welfare and activities
5. Housing-student center
6. Placement-follow-up
7. Student aid-work study
8. Scholarships and grants
9. Student accounting-registrar
10. Research and development
11. Clubs and organizations
12. Student publications
13. Intramural activities
14. Administrative structure for carry out function
15. Religious needs
16. Legal services and security
(3)
1. Guidance-counseling personnel
2. Physician-nurses-others
3. Speech and hearing specialist
4. Psychologist-psychiatrist
5. Sociologist and social worker
6. Dentist and related personnel
7. Director of student services
8. Registrar and staff
9. Director of research
10. Dean of men and women
11. Secretarial clerks
12. Director of data processing
13. Supervision of student publication
14. Director of intramural activities
15. Director food services
16. Director of public information and relations
17. Security
(4)
1. Student handbook
2. Catalog
3. Orientation program
4. Student organization professional
5. Systes for student courts and disciplin
6. Honors program
7. Legal responsibiliti of the institution-in loco parantis
8. Minority and disadva taged programs-speci studies
9. Student affairs committee
10. Civil responsibiliti
11. Responsibility for student disturbances
12. Procedures for dismi and probation
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure VIII

NG AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

STUDENT PERSONNEL TASKS AND INFLUENCE ON DECISION MAKING


Feed-back Loop
Analyze the Staffing Require-ments-Review Position Clas-sifications
Formulate Prof. Staff Re-quire. for Stu. Per. Program
Evaluate the Type of Services Desired by Students in System
Develop the Related Services of Importance to Students
Analyze Related Functions Students can Pro-vide to the Student Personnel Program
Encourage Student Contri-bution to Adm. the System
Determine Priorities and Alternatives for Expanding Student Services
Assess Fac-tors That Influ-ence Dec. Mak. Student Per.
Evaluate the Effectiveness of Student Personnel Program with Other Tasks and Functions
(3)
1. Guidance-counseling personnel
2. Physician-nurses-others
3. Speech and hearing specialist
4. Psychologist-psychiatrist
5. Sociologist and social worker
6. Dentist and related personnel
7. Director of student services
8. Registrar and staff
9. Director of research
10. Dean of men and women
11. Secretarial clerks
12. Director of data processing
13. Supervision of student publication
14. Director of intramural activities
15. Director food services
16. Director of public information and relations
17. Security
(4)
1. Student handbook
2. Catalog
3. Orientation program
4. Student organizations-professional
5. System for student courts and discipline
6. Honors program
7. Legal responsibilities of the institution-in loco parantis
8. Minority and disadvan-taged programs-special studies
9. Student affairs committee
10. Civil responsibilities
11. Responsibility for student disturbances
12. Procedures for dismissal and probation
(5)
1. Analyze feedback to ad-ministration from the formal and informal organization
2. Determine input for ad-ministrative decisions
3. Collect data for budget preparation
4. Review role of advisory councils for students and staff
5. Develop evaluation and follow-up for change process and self-renewal
6. Plan public information and related services
7. Serve as mediator during student confrontation
8. Provide input in student negotiations
9. Ascertain student accountability factor
(6)
1. Responsiveness of general public for education
2. Attitude of state legislatures for support-ing education
3. Status of social, economic, and political structure
4. Parents' attitude
5. Activities and student antagonists
6. Attitude of professional staff relative to student personnel and adminis-tration
7. Growth and development of student power in the system
8. Pressure for fiscal and student accountability
9. Identify the future role of student personnel function in the delivery system
10. Attitude and philosophy of governing agency or board
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Communications
Human Relations
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and contribute to the total development of the individual student, supplementing and supporting the learning process.

Other student personnel services can include extracurricular activities plus services which are designed to enrich the total school educational environment and directly support the academic and occupational program by providing opportunities for students to participate in creative expressions of individual interests and ability. In addition to student activities and organizations, emphasis should be given to other services such as vocational placement and health facilities which contribute to the overall welfare of the student.

OBJECTIVES OF THE STUDENT PERSONNEL PROGRAM

The major objective of the student personnel services program in academic and occupational education is to meet the individual needs of the student in the institution. On a broad, general basis, these needs may be classified as having to do with academic problems, social adjustments, extracurricular activities, financial concerns, vocational planning, and enrichment. The administrator of the student personnel program should establish and maintain the environment and provide a program which will contribute significantly to the success of the institution. It is desirable that all students should feel welcome and comfortable at the institution, and the student personnel services program is the vehicle with which the institution meets this student's need.

INSTITUTIONALLY SPONSORED STUDENT SERVICES

For the purpose of this guide, the following discussion relative to the various services to be provided for students in a comprehensive

student personnel program have been advanced for the reader's consideration; however, the reader is cautioned that this listing is not intended to be complete, nor will it satisfy all the professionals in the field relative to gaining mutual agreement on the definitions of terms used in developing and expanding the student personnel services program in occupational education programs.

Staffing for the student personnel programs provide the administrator with several options. He may determine that the enrollment justifies the employment of a full-time specialist for each of the services required in the program. The size of the program may require a part-time specialist; if this be the case, he may want to share a specialist with other community agencies. Another alternative would be to contract with other institutions or community agencies for the services of these specialists. The local situation dictates the most appropriate method of staffing the student personnel program.

GUIDANCE SERVICES

Guidance and counseling services for students includes those activities for counseling students and parents, assessing the abilities of students, assisting students in making educational and career plans and choices. Guidance is a developmental process whereby students explore and discover their educational potential and select wisely those educational experiences which will be most productive to them in preparing for the world of work. Guidance should assist students in maintaining a balance in personal and social adjustment in the educational environment. Guidance is an essential function in occupational education and is important relative to strengthening the position of the organization and institution.

PSYCHOLOGICAL AND PSYCHIATRIC SERVICES

The psychological and psychiatric services within the institution provide the administrator with a necessary tool for attending to the mental health of students in the institution and to provide a method whereby the mental health of students can be protected and at the same time provide a source for identification and treatment of those students desiring psychological and psychiatric services. However, it should be cautioned that this is merely an effort to detect these problems; and the institution's responsibility is to refer the student to his parents and professionals in the field for counseling and/or treatment.

SOCIAL WELFARE SERVICES

All institutions should provide the facilities and develop those activities where a specialist can diagnose the student and identify his problems that may develop because of his home environment, school, or community. Social workers should be available for students and parents relative to interpreting problems of the students. Social services should assist the student to adjust to his problems that may be related to the institution directly or indirectly because of the community setting and influence.

HEALTH SERVICES

The residential kind of institution and the non-residential institution do have a responsibility for having health services (medical and dental) for students. Special programs should be available to students which provide services and those special activities related to the general well-being of the student. These services should include medical, dental,

and psychological and psychiatric services. An essential and large part of the student personnel program is carried out in the student health center; and these require the services of doctors, nurses, and para-professionals to maintain a high quality program for student health services. Another major function of this particular service is the related activites for student speech correction and detecting hearing deficiencies and assisting those students who have been identified as having problems in these aforementioned areas. Some institutions contract with outside agencies to provide for student health services not available within the institution. The kinds of health services provided students and its ability to provide the required resources are the responsibility of the governing board.

STUDENT ACCOUNTING SECTION AND SERVICES

A major responsibility of educational institutions and a major concern to administrators is the responsibi'ity for student accounting. In a post-high school program, a registrar and his staff account for a great portion of the activities that are directly connected with this service. At the high school level, much of this responsibility is centered in the office of the principal or in some cases may be centralized in an administrative office, combining the services of many schools into one operation. Student record keeping is a major function in student accountability. Guidance and counseling personnel should not be programmed to do student accounting.

STUDENT HOUSING AND FOOD SERVICES

A major responsibility of the administrator in post-high school residential types of institutions is to provide adequate housing and food services to provide for the general well-being of the student during his

educational career. Of equal importance to all institutions is the student center. This is the facility which provides for the general well-being of the student in relation to his social, religious, and other activities which provide him with a well-rounded mechanism for becoming socially adjusted to the environment of the institution and society. Also included in this program can be the activities of theatre, bowling, and other light kinds of physical participation which can be classified as recreational for the student. The book store and student publications are usually housed in this facility. Many institutions contract with outside agencies for the food services portion of student services program.

INSTITUTIONAL PUBLICATIONS-SPORTS

A vital part of any post-high school and high school operation is student publications. These may be in terms of a formal newsletter or newspaper published at regularly scheduled intervals. Also of concern to the administrator in educational institutions is the implications of intramural activities, organized sports, and other activities that are student oriented and designed for student participation.

It is not the intent of the material presented in this section to recommend a more suitable organization or identify activities for student personnel services; rather, the important point is that the school administrator be cognizant of his responsibilities to the individual student through the mechanism provided by student personnel services that are an equal partner within the organization. Student personnel services are directly concerned with the well-being of the individual student and his family; it makes a unique contribution to the preparation of the individual for intelligent and productive family and community living.

ADMINISTERING THE PROGRAM

The model Figure VIII (Page 64) for this section of the guide is to improve those facilities and services required in the student personnel services program in educational institutions. Since these services are performed by many people with diversified interests and backgrounds, the assumption is made that improvement can result from a concentrated effort to make the student personnel services program a major responsibility in the family of tasks and functions performed by the administrator. The formal and informal organizations in the student educational program are an integral part of the student's life and are important facets relative to the administrative decision-making process. It is within the confines of this task that the administrator through delegated responsibilities develops the rules and regulations cooperatively for students relative to their student life and institutional participation while a member of the formal organization within that educational establishment. Students do want and are demanding a part in the administrative decision-making process, and it is in this light that student organizations in institutions are playing a more important role as educators design the organization for democratic participation. Extensive use should be made of advisory committees from the student body relative to student discipline and establishment of student courts dealing with those who do have difficulty in becoming part of the institution and adhering to the rules and regulations therein. It is equally important that the administrator provides a system for dealing with student confrontations and handling student

antagonists from within and without the environment, and it is becoming increasingly important that negotiations with students become a serious consideration as we plan for the future.

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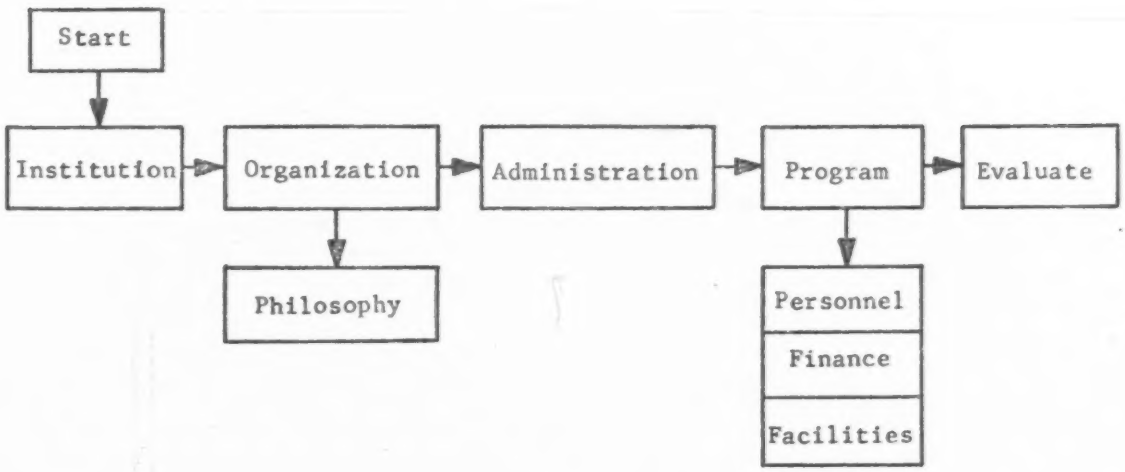
Chapter VIII

STAFFING TASKS AND INFLUENCE ON DECISION-MAKING



INTRODUCTION

One of the most important, if not the most important part of any school, is the staff. As over 80 per cent of the average school operating budget is devoted to financing the staff, it is imperative that the administrator assure optimum results from the investment. This necessitates the creation and perpetuation of a sound personnel (staffing) program, as depicted in Figure IX (Page 73).

Figure IX

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCU

STAFFING TASKS AND INFLUENCE IN DECISION MAK

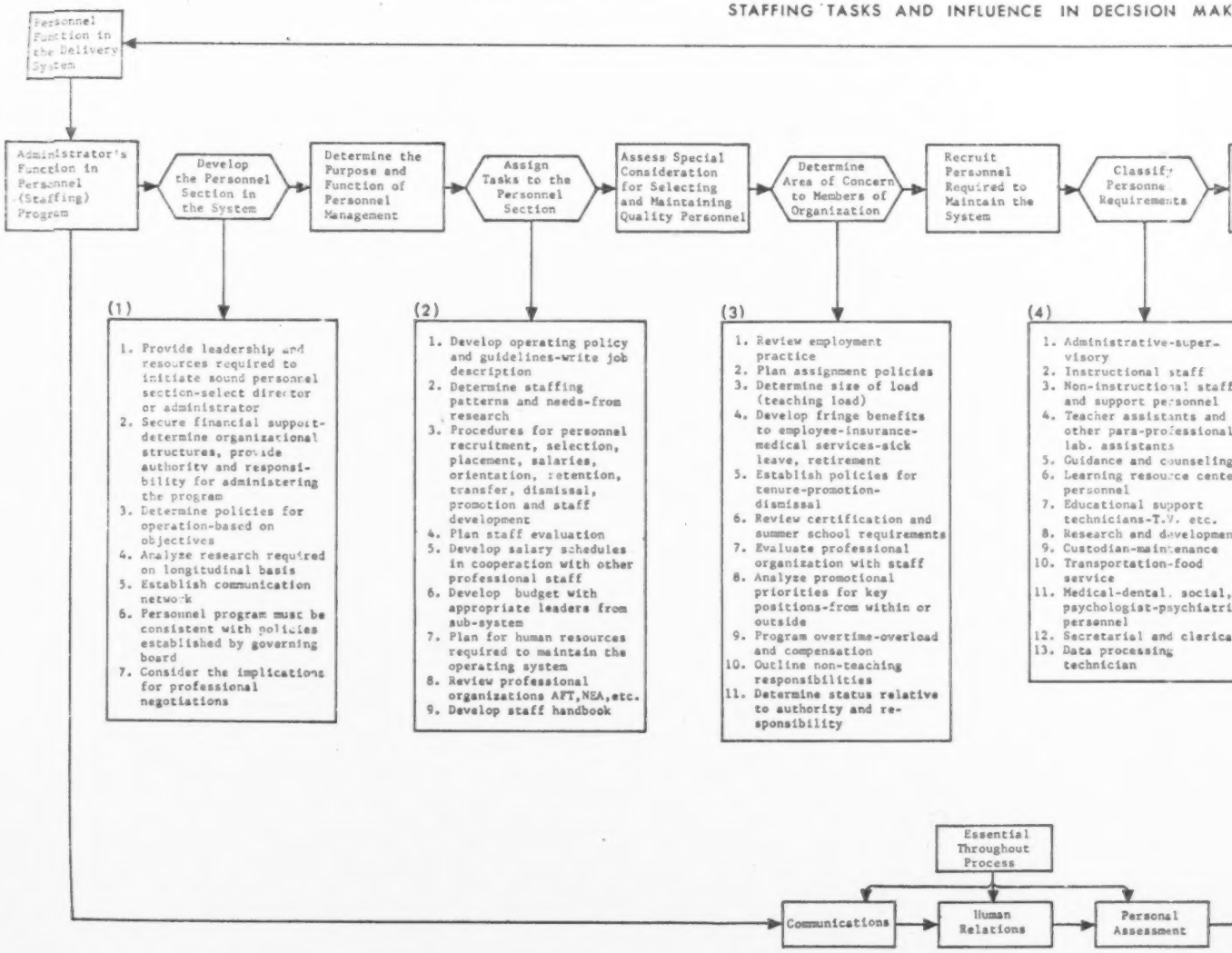
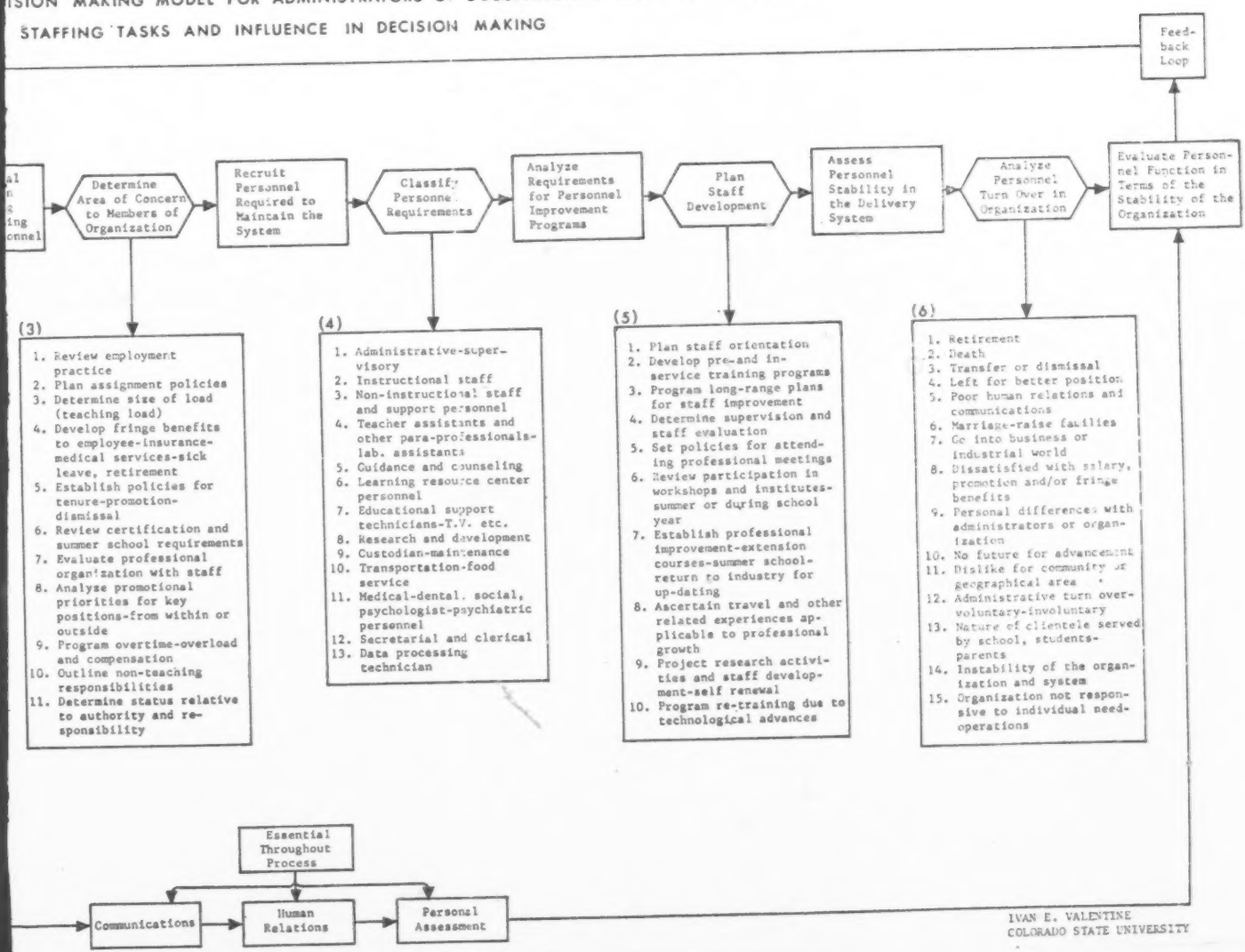

Personnel Function in the Delivery System
Administrator's Function in Personnel (Staffing) Program
Develop the Personnel Section in the System
Determine the Purpose and Function of Personnel Management
Assign Tasks to the Personnel Section
Assess Special Consideration for Selecting and Maintaining Quality Personnel
Determine Area of Concern to Members of Organization
Recruit Personnel Required to Maintain the System
Classify Personnel Requirements
(1)
1. Provide leadership and resources required to initiate sound personnel section-select director or administrator
2. Secure financial support-determine organizational structures, provide authority and responsibility for administering the program
3. Determine policies for operation-based on objectives
4. Analyze research required on longitudinal basis
5. Establish communication network
6. Personnel program must be consistent with policies established by governing board
7. Consider the implications for professional negotiations
(2)
1. Develop operating policy and guidelines-write job description
2. Determine staffing patterns and needs-from research
3. Procedures for personnel recruitment, selection, placement, salaries, orientation, retention, transfer, dismissal, promotion and staff development
4. Plan staff evaluation
5. Develop salary schedules in cooperation with other professional staff
6. Develop budget with appropriate leaders from sub-system
7. Plan for human resources required to maintain the operating system
8. Review professional organizations AFT, NEA, etc.
9. Develop staff handbook
(3)
1. Review employment practice
2. Plan assignment policies
3. Determine size of load (teaching load)
4. Develop fringe benefits to employee-insurance-medical services-sick leave, retirement
5. Establish policies for tenure-promotion-dismissal
6. Review certification and summer school requirements
7. Evaluate professional organization with staff
8. Analyze promotional priorities for key positions-from within or outside
9. Program overtime-overload and compensation
10. Outline non-teaching responsibilities
11. Determine status relative to authority and responsibility
(4)
1. Administrative-supervisory
2. Instructional staff
3. Non-instructional staff and support personnel
4. Teacher assistants and other para-professional lab. assistants
5. Guidance and counseling
6. Learning resource cente personnel
7. Educational support technicians-T.V. etc.
8. Research and developmen
9. Custodian-maintenance
10. Transportation-food service
11. Medical-dental, social, psychologist-psychiatri personnel
12. Secretarial and clerica
13. Data processing technician
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure IX

ISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

STAFFING TASKS AND INFLUENCE IN DECISION MAKING


Feed-back Loop
Determine Area of Concern to Members of Organization
Recruit Personnel Required to Maintain the System
Classify Personnel Requirements
Analyze Requirements for Personnel Improvement Programs
Plan Staff Development
Assess Personnel Stability in the Delivery System
Analyze Personnel Turn Over in Organization
Evaluate Personnel Function in Terms of the Stability of the Organization
(3)
1. Review employment practice
2. Plan assignment policies
3. Determine size of load (teaching load)
4. Develop fringe benefits to employee-insurance-medical services-sick leave, retirement
5. Establish policies for tenure-promotion-dismissal
6. Review certification and summer school requirements
7. Evaluate professional organization with staff
8. Analyze promotional priorities for key positions-from within or outside
9. Program overtime-overload and compensation
10. Outline non-teaching responsibilities
11. Determine status relative to authority and responsibility
(4)
1. Administrative-supervisory
2. Instructional staff
3. Non-instructional staff and support personnel
4. Teacher assistants and other para-professionals-lab. assistants
5. Guidance and counseling
6. Learning resource center personnel
7. Educational support technicians-T.V. etc.
8. Research and development
9. Custodian-maintenance
10. Transportation-food service
11. Medical-dental, social, psychologist-psychiatric personnel
12. Secretarial and clerical
13. Data processing technician
(5)
1. Plan staff orientation
2. Develop pre-and in-service training programs
3. Program long-range plans for staff improvement
4. Determine supervision and staff evaluation
5. Set policies for attending professional meetings
6. Review participation in workshops and institutes-summer or during school year
7. Establish professional improvement-extension courses-summer school-return to industry for up-dating
8. Ascertain travel and other related experiences applicable to professional growth
9. Project research activities and staff development-self renewal
10. Program re-training due to technological advances
(6)
1. Retirement
2. Death
3. Transfer or dismissal
4. Left for better position
5. Poor human relations and communications
6. Marriage-raise families
7. Go into business or industrial world
8. Dissatisfied with salary, promotion and/or fringe benefits
9. Personal differences with administrators or organization
10. No future for advancement
11. Dislike for community or geographical area
12. Administrative turn over-voluntary-involuntary
13. Nature of clientele served by school, students-parents
14. Instability of the organization and system
15. Organization not responsive to individual need-operations
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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DEVELOPING THE SYSTEM

The size of the educational institution will dictate the size of the personnel section. However, if it is a small institution with the administrator personally performing the personnel section functions or a large institution with several people composing the personnel section, there are basic functions that must be performed. In developing the section, it is imperative that the leadership and the resources required to initiate a sound personnel section be provided. This leadership task may be delegated to a director or an assistant; however, this does not relieve the school administrator of the responsibility. This makes it imperative that the school administrator be involved in the planning and developmental activities and be aware of the needed future activities. When the leadership is provided, the necessary financial support must be secured to perpetuate the program. The organizational structure will determine the authority and responsibility the administrator must provide to the personnel section, and the communications network appropriate to maintain the structure. The objectives of the personnel section and program should be determined early in the planning stage. From these objectives the policies for operation may be formed. In developing the personnel-staffing section, provisions should be made for research activities which are required on a longitudinal basis. Throughout the developmental activities, the policies established by the governing board must be adhered to. A final consideration in development must be the identification of the implications for professional negotiations or collective negotiations. It may be that this activity will not be a responsibility of the section, but it must be ascertained where the negotiation function will be assigned. When the basic planning is

performed, it is necessary to determine the purpose and function of personnel management.

TASKS ASSIGNED TO THE PERSONNEL SECTION

From the developmental activities, the tasks of the personnel section will emerge. One of the basic tasks must be the development of operating policies and guidelines. These may be included in a basic job description for the personnel director. Job descriptions for the instructional and supportative personnel are the responsibility of the personnel section. From research it will be possible to determine the staffing patterns and needs along with the procedures that will be utilized in personnel recruitment, selection, placement, orientation, retention, transfer, dismissal, promotion, staff development, and salary levels. An important task is the development and implementation of an unbiased staff evaluation procedure. This should be a cooperative effort between instructional and supervisory personnel.

Research should provide data on salary schedules, which may be utilized cooperatively with other professional staff to develop a salary schedule that will be appropriate for the institution. The personnel budget (instructional, non-instructional, and supportative) will be an annual task which may be developed by the leadership in the section. The resources to be budgeted for staffing must include the human resources required to maintain the educational delivery system. The task of utilizing the resources of professional organizations, such as the AFT or NEA, will assist the personnel section in the development of a staff handbook which will be consistent with the basic philosophies of the staff,

administration, and governing board. The entire tasks of the section will provide information necessary in assessment of special considerations for the selection and maintenance of quality personnel.

POLICIES FOR THE PERSONNEL SECTION

The responsibility for personnel policies for the institution is vested in the governing board and administered by the school administrator; the democratic process of administration yields the greatest amount of personal satisfaction. It is advantageous to ascertain the desires of the staff on matters that directly concern them. Usually, the instructional staff is concerned with the necessary instructional activities, which include the assignment policies, class size, assigned teaching load, and overtime or overload assignments and compensation. Concern for the non-teaching activities, such as extracurricular activities that must be supervised, is usually a concern expressed by the instructional staff. As teaching certificates must usually be renewed periodically, the staff attitude toward summer school attendance, up-grading, technical training sessions, and workshops should be ascertained.

EMPLOYEE BENEFITS

Items outside of the student-related and instructional activities that the staff is usually concerned with include the fringe benefits for all employees, such as health and life insurance, sick leave, retirement benefits, personnel leave policies, tenure, and dismissal. Each employee should be provided a staff handbook prepared and approved by the governing board. Administrative policies that may be important to a number of the staff include employment and promotion policies and the status desired

relative to authority and responsibility they must assume. The staff participation in professional associations that are related to the school activities is important to the staff and administration. Associations of a general nature or of public interest may be a concern of a selected number of the staff and should be dealt with to create the greatest staff satisfaction. Upon compilation of areas of interest to the staff, it is possible for the administrator to recruit personnel to maintain the system in a manner that will create maximum satisfaction within the entire staff.

PERSONNEL CLASSIFICATION

Classification of the staff is important in creation and perpetuation of the status hierarchy within an institution. Evidence that titles of a position are a major concern and benefactor to many staff members is provided by the often-used statements: "The institution promotes by assigning a new title or position," or "I didn't receive a pay increase, just a new title." The importance of staff classification is generally agreed upon; therefore, the personnel section should prepare a classification schedule that will include the positions in the instructional, administrative, supervisory, and research and developmental areas. The classifications in the instructional-related activities should encompass the positions of the instructional staff: teacher assistants; laboratory assistants; para-professionals; learning resource center personnel; and educational support technicians, such as TV and other audio visual personnel.

The classifications that are supportive to the instructional program and students will include psoitions in the custodial and maintenance services, transportation, food services, data processing, secretarial, and clerical services. Classifications in the services directly related to the students will include guidance and counseling, medical-dental, social, and psychological-psychiatric services. Classification of the personnel makes it possible for the administrator to analyze the requirements necessary for personnel improvement and development. Titles are important to the power structure within the formal and informal organizations within the system.

STAFF DEVELOPMENT

Orientation of the new staff members is a foregone conclusion; however, a continued orientation program must be carried on as the external and internal conditions of an institution are constantly changing. Orientation may be included in a pre-service or in-service training program. The in-service training program should be conducted in accordance with a long-range plan for staff improvement. An essential ingredient in staff development is supervision and evaluation. Evaluation must be a perpetual activity as it may alter the long-range plan for training and up-grading the staff. The in-service activities need not be conducted exclusively within the institution as they may include professional meetings, workshops, institutes, extension courses, summer school, return to industry for up-dating, travel, and experiences applicable to professional growth. Included in the staff development must be the research activities related to staff development and self-renewal along with the retraining of

the staff due to technological advances. The research activities should assist in assessment of the personnel stability.

PERSONNEL TURNOVER IN THE ORGANIZATION

It is inevitable that all institutions must replace personnel due to retirement and death. However, there are many other factors which affect the turnover in personnel such as transfer, dismissal, advancement to a better position in another institution, marriage and/or raising a family, and entering the business or industrial world. In many instances, staff turnover is due in part to poor human relations, lack of communications, dissatisfaction with salary, promotion and/or fringe benefits, personal differences with administrators, no indicated future for advancement, and instability of the organization and system. Many individuals leave an organization because it is not responsive to individual needs and aspirations. These are the factors that should be analyzed and attempts made to correct difficulties and concurrently reduce staff turnover. Analysis of the administrator's turnover, both on a voluntary and involuntary basis, may yield corrective courses of action for the governing board, resulting in better decision-making relative to key personnel. Administrators and instructors leave positions in some situations where there is a dislike for the community or geographic area or the nature of the clientele served by the school, such as the students and parents. These last turnover factors are valuable influences in the recruitment policies of the school. As the administrator evaluates the personnel function, he should be able to ascertain conditions that will yield a greater stability to the entire organization. These conditions should be of great

concern to him as they must be utilized in modification of the personnel program to yield that stability. The personnel or staffing function in administration involves the manipulation of people. In performing this task effectively, the results are both immediate and lasting. Human relations and communications are essential parts of the supervision and management function relative to administering the personnel program in the educational establishment.

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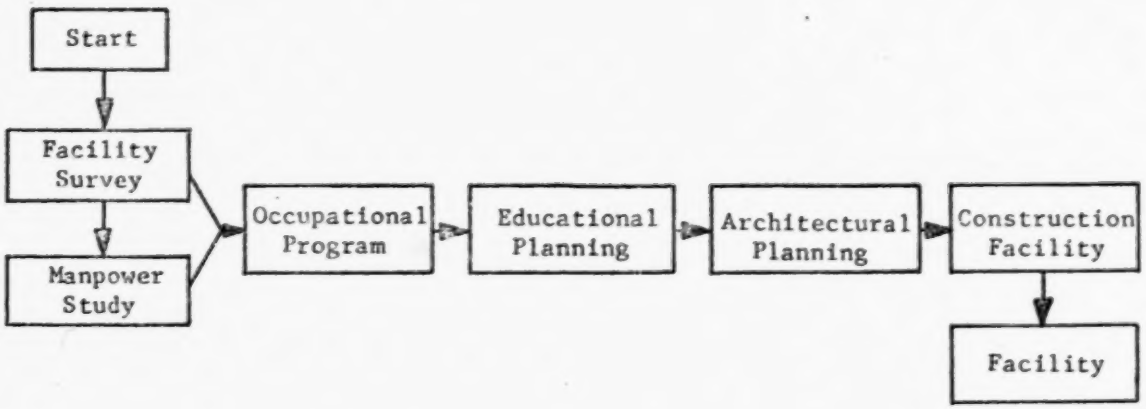
Chapter IX

FACILITIES AND EQUIPMENT AND THE ADMINISTRATIVE PROCESS



RATIONALE FOR FACILITIES AND EQUIPMENT PLANNING

A major function or task for the administrator of occupational education is the development and long-range planning for facilities. Who does what, why, and how, and what are the implications for planning occupational facilities? Figure X (Page 82) is a model indicating the activities for facility planning. Improved curriculum and updated instructional programs have been influential factors in creating changes in the planning processes for occupational facilities. The nation can no longer afford to keep its

Figure X

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATI

FACILITIES AND EQUIPMENT TASKS AND INFLUENCE ON DECISION

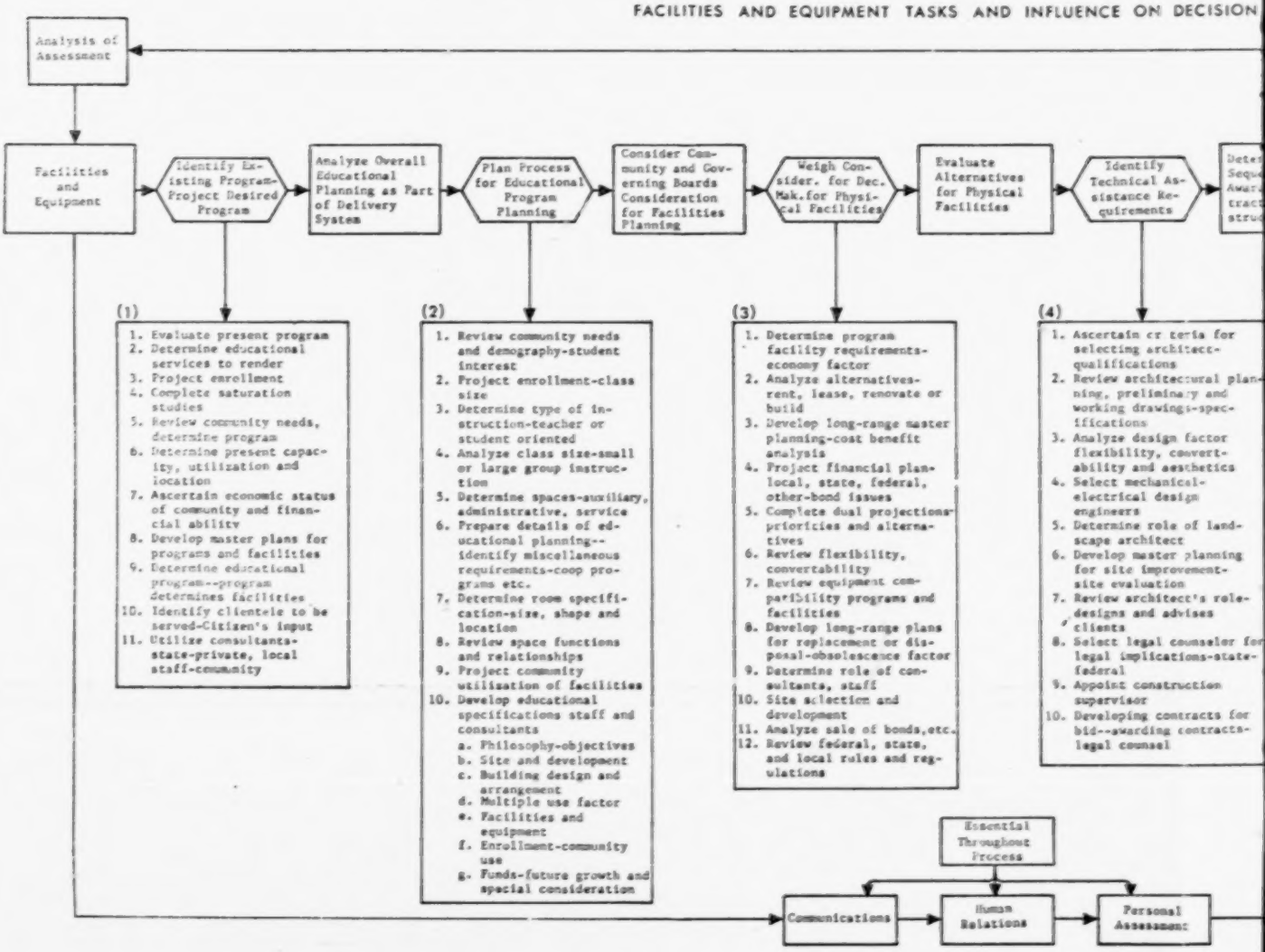
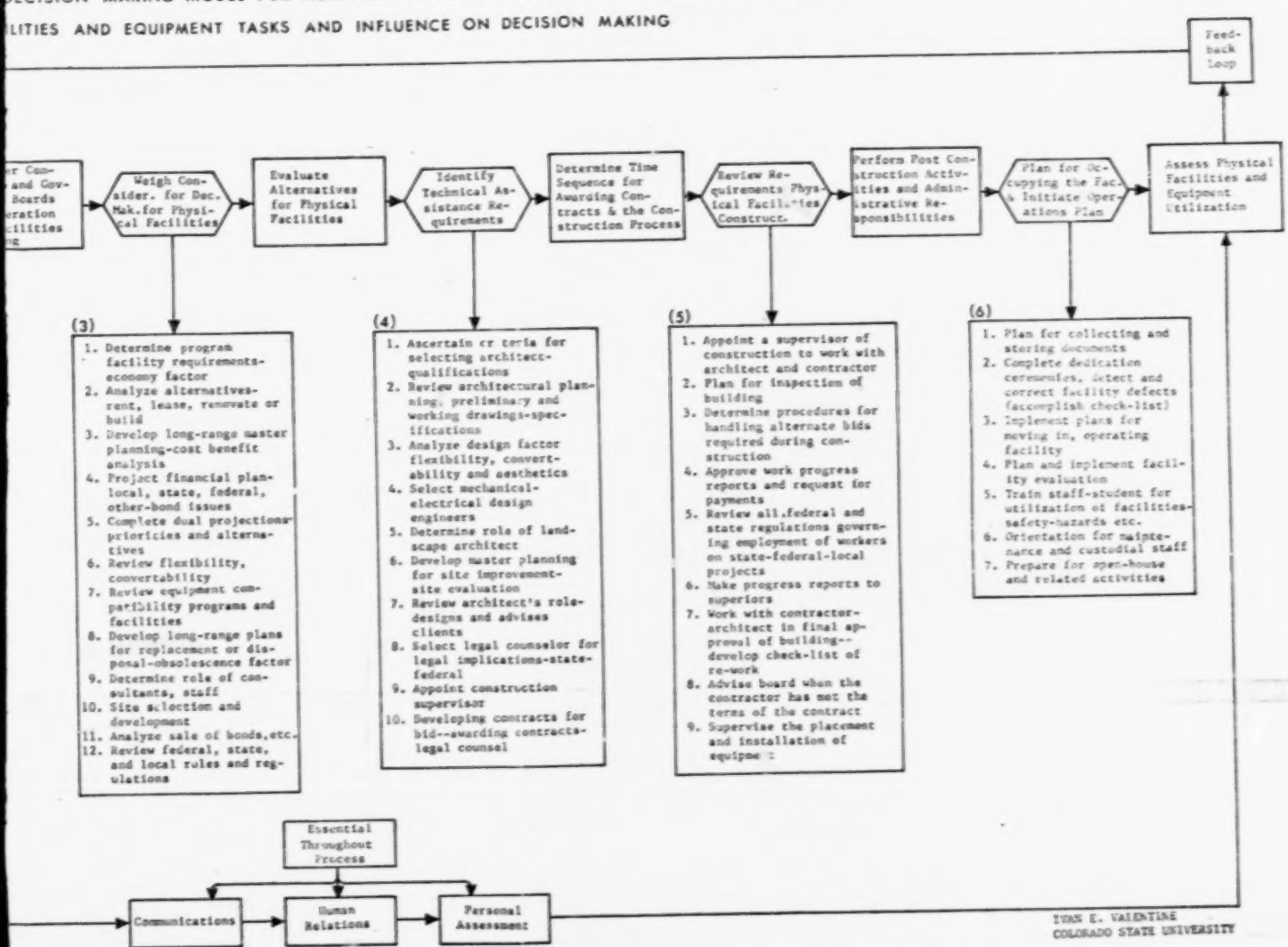

Analysis of Assessment
Facilities and Equipment
Identify Existing Program-Project Desired Program
Analyze Overall Educational Planning as Part of Delivery System
Plan Process for Educational Program Planning
Consider Community and Governing Boards Consideration for Facilities Planning
Weigh Consider. for Dec. Mak. for Physical Facilities
Evaluate Alternatives for Physical Facilities
Identify Technical Assistance Requirements
(1)
1. Evaluate present program
2. Determine educational services to render
3. Project enrollment
4. Complete saturation studies
5. Review community needs, determine program
6. Determine present capacity, utilization and location
7. Ascertain economic status of community and financial ability
8. Develop master plans for programs and facilities
9. Determine educational program--program determines facilities
10. Identify clientele to be served-Citizen's input
11. Utilize consultants-state-private, local staff-community
(2)
1. Review community needs and demography-student interest
2. Project enrollment-class size
3. Determine type of instruction-teacher or student oriented
4. Analyze class size-small or large group instruction
5. Determine spaces-auxiliary, administrative, service
6. Prepare details of educational planning--identify miscellaneous requirements-coop programs etc.
7. Determine room specification-size, shape and location
8. Review space functions and relationships
9. Project community utilization of facilities
10. Develop educational specifications staff and consultants
a. Philosophy-objectives
b. Site and development
c. Building design and arrangement
d. Multiple use factor
e. Facilities and equipment
f. Enrollment-community use
g. Funds-future growth and special consideration
(3)
1. Determine program facility requirements-economy factor
2. Analyze alternatives-rent, lease, renovate or build
3. Develop long-range master planning-cost benefit analysis
4. Project financial plan-local, state, federal, other-bond issues
5. Complete dual projections-priorities and alternatives
6. Review flexibility, convertability
7. Review equipment compatibility programs and facilities
8. Develop long-range plans for replacement or disposal-obsolescence factor
9. Determine role of consultants, staff
10. Site selection and development
11. Analyze sale of bonds, etc.
12. Review federal, state, and local rules and regulations
(4)
1. Ascertain criteria for selecting architect-qualifications
2. Review architectural planning, preliminary and working drawings-specifications
3. Analyze design factor flexibility, convertability and aesthetics
4. Select mechanical-electrical design engineers
5. Determine role of landscape architect
6. Develop master planning for site improvement-site evaluation
7. Review architect's role-designs and advises clients
8. Select legal counselor for legal implications-state-federal
9. Appoint construction supervisor
10. Developing contracts for bid--awarding contracts-legal counsel
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure X

ECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

LITIES AND EQUIPMENT TASKS AND INFLUENCE ON DECISION MAKING


Feed-back Loop
Weigh Consider. for Dec. Mak. for Physical Facilities
Evaluate Alternatives for Physical Facilities
Identify Technical Assistance Requirements
Determine Time Sequence for Awarding Contracts & the Construction Process
Review Requirements Physical Facilities Construct.
Perform Post Construction Activities and Administrative Responsibilities
Plan for Occupying the Fac. & Initiate Operations Plan
Assess Physical Facilities and Equipment Utilization
(3)
1. Determine program facility requirements-economy factor
2. Analyze alternatives-rent, lease, renovate or build
3. Develop long-range master planning-cost benefit analysis
4. Project financial plan-local, state, federal, other-bond issues
5. Complete dual projections-priorities and alternatives
6. Review flexibility, convertability
7. Review equipment compatibility programs and facilities
8. Develop long-range plans for replacement or disposal-obsolescence factor
9. Determine role of consultants, staff
10. Site selection and development
11. Analyze sale of bonds, etc.
12. Review federal, state, and local rules and regulations
(4)
1. Ascertain criteria for selecting architect-qualifications
2. Review architectural planning, preliminary and working drawings-specifications
3. Analyze design factor flexibility, convertability and aesthetics
4. Select mechanical-electrical design engineers
5. Determine role of landscape architect
6. Develop master planning for site improvement-site evaluation
7. Review architect's role-designs and advises clients
8. Select legal counselor for legal implications-state-federal
9. Appoint construction supervisor
10. Developing contracts for bid--awarding contracts-legal counsel
(5)
1. Appoint a supervisor of construction to work with architect and contractor
2. Plan for inspection of building
3. Determine procedures for handling alternate bids required during construction
4. Approve work progress reports and request for payments
5. Review all federal and state regulations governing employment of workers on state-federal-local projects
6. Make progress reports to superiors
7. Work with contractor-architect in final approval of building--develop check-list of re-work
8. Advise board when the contractor has met the terms of the contract
9. Supervise the placement and installation of equipment
(6)
1. Plan for collecting and storing documents
2. Complete dedication ceremonies, detect and correct facility defects (accomplish check-list)
3. Implement plans for moving in, operating facility
4. Plan and implement facility evaluation
5. Train staff-student for utilization of facilities-safety-hazards etc.
6. Orientation for maintenance and custodial staff
7. Prepare for open-house and related activities
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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occupational education in an island of obsolescence in a sea of technological advances. The problem of instruction in occupational education and the future needs are too vast and too complex to be solved by resorting to outmoded and inefficient means of teaching and learning.

Thoughtful administrators of today recognize that major sustained efforts must be made to employ the very same technology that has freed education from much of the slavery and the outmoded techniques of learning prior to the pre-technological revolution. The changes and advances in occupational education can be utilized and expanded as part of the technological revolution and will permit occupational education programs to move from the traditions to which it has heretofore been confined. Many school districts regardless of level--community colleges, area schools, or secondary schools--have been in the vanguard of the technological revolution in education. They have provided facilities not for the sake of innovation itself but to provide for the most effective and efficient occupational education program possible within the limits of the available community resources.

CONSIDERATION FOR FACILITY PLANNING

The following is a summary of the specific tasks and functions performed by the administrator in developing facilities that are responsive to the educational program needs of the community for occupational education. The key to facilities development and long-range master planning is involvement of the communities, staffs, state departments, regional planner, consultants, and students.

Facility planners must design educational specifications and create and envision adequate facilities to meet the needs of public occupational education programs, both present and future. These responsibilities demand of the administrator a critical evaluation relative to the communities' projected developments for the future. In view of the constantly changing demands being made upon present facilities, it is quite obvious that a serious gap exists between the adequacy of many of the traditionally built facilities and the demands of new and emerging curricula to meet the technological changes.

Change is being recognized by occupational educators as an evolutionary phase of the educational environment. In order to meet these educational goals and objectives, educators are seeking greater flexibility, convertibility, adaptability, and higher quality in educational facilities. Concurrently, administrators are striving to maintain a low facility and low maintenance costs.

The programs, methods, and the equipment of today will become obsolete in the near future. However, those buildings and facilities designed to house and facilitate the present and future programs will remain with us for many years to come.

What is needed now in the conceptualization of new school facilities and particularly occupational education facilities is a completely different and bold approach to flexibility and convertibility. Educators must develop definitions of functional, specific spaces, which will at least provide minimal environments for instructional purposes. Facilities of today should reflect spaces designed to insure multipurpose uses. Educators must be more specific and define the instructional program for which

the spaces are to be used and thereby reduce the error in equipping and determining specific space requirement. An essential part of facility planning is to determine the functions and space relationships therein.

COMMUNITY AND INSTITUTION-WIDE FACILITY REVIEW AND ANALYSIS

PROGRAM PLANNING

The administrator serving as a planner must examine present programs and existing facilities in view of the educational mission of the community. Secondly, the planner can recommend necessary changes in existing facilities or propose those new facilities required to implement new programs desired by the community. The program should dictate the facilities. The needs of the community determine the program.

I. Procedures

A. The administrator and plant planner must consider the following factors in surveying the existing educational facilities:

1. Evaluate the existing facilities as to what presently exists; develop a facility utilization index.
2. Consider what facilities are needed or required to house present program.
3. Decide and plan how to fill the gaps in present facilities; determine functions and relationships.

B. Administrators and advisors need to determine the program relative to the community and what is desired of the institution:

1. The desired educational objectives in terms of things to be learned
2. The type of services to be rendered, both instructional and non-instructional
3. The policies and techniques for implementation of occupational programs

C. Determine the organization preferred for the implementing of the instructional program:
1. Make use of TV and programmed instruction.
2. Will the programs be departmentalized?
3. What size of group instruction: large group, small group, emphasis on individual instruction. Is instruction student or instructor oriented?
4. What will the teacher-pupil ratio be?
5. What is the desired number of student stations?

D. Building surveys
1. Determine program needs--qualitative and quantitative.
2. Review existing resources--plant and financial.
3. Plan a course of action--immediate and future--long-range master planning.
4. Plan for balanced facilities--essential and a critical part of facility planning.

E. Project enrollment for community and area served
1. Population trends
2. Birth rate--per thousand population
3. Population changes

4. Migration--in and out

5. Change in district boundaries

6. Zoning--positive or negative

7. Land saturation--total land utilization

8. History of pupil failures and dropouts

9. Private school and church-related school enrollment

10. Mortality--death rates per thousand

11. New homes, industry, and other economic changes

12. Non-resident pupils--charge back arrangements for sending agency

F. Projection techniques (enrollment)

1. Analysis of census data (pre-school census)

2. Analogy

3. Average survival

4. Saturation studies and analysis

5. Dual-projections based on the high estimate and the low estimate for enrollment

G. Evaluate existing facilities

1. Are existing facilities adequate to meet present program objectives?

2. Is there adequate capacity to accommodate present and projected enrollment?

3. Are the facilities located near the majority of the student population?

4. Have plans of present facilities been analyzed in terms of projected facility needs?

H. Financial resources of the community

1. What is the tax valuation per pupil and per average family income?
2. What state and federal support is available?
3. What is the community's record for supporting bond issues for education?
4. What are the present community debts? Does the community have a tax rate limitation?

EDUCATIONAL PLANNING

PURPOSE

Educational specifications are the owner's general statement of the educational problem which the architect is to solve in the design function. These specifications are to be used as a guide and not as an instructional manual. The specifications should not place restrictions on the architect.

I. Procedures

A. Educational planning for an institution should consider the following:

1. Decide on the type of educational program desired: full-time, part-time, cooperative, pre-vocational or technical, day and evening program.
2. Determine the type and number of classrooms required based on type of instruction.
3. Decide the other types of special room requirements: shops, laboratories; describe multipurpose spaces.

4. Develop room specifications--do not become prescriptive.

5. Write the educational specifications.

B. Planning for administration and other auxiliary space requirements:

1. Plan for all administrative spaces: offices, board rooms, storage, and special conference rooms.

2. Plan for special service areas: cafeteria, health room, restrooms, and auxiliary spaces.

C. Developing educational specifications:

1. Educational specifications are the recorded educational decisions made by educators.

2. They serve the architect as a guide in designing the facility.

D. Purposes of the educational specifications are:

1. Analysis of functions and relationships

2. Details of the educational process--philosophy for instructional programs

3. Abstract plan for the program--operation and plans for implementation

4. Facilities required to house program--flexibility, utility, and convertibility factors

5. Enrollment and program

E. Overall outline of the educational specifications include:

1. General information--philosophy and objectives for the program

2. Kinds of facilities to be provided to meet educational needs of the program

3. Lists of the facilities required and equipment therein
4. Description of rooms--location, relationships, and functions
5. Miscellaneous information--environmental considerations and safety

ARCHITECTURAL PLANNING AND CONSTRUCTION

PURPOSES

The architect is the key in developing functional educational facilities. An architect should be selected on the basis of design ability and his understanding of educational specifications, relative to his knowledge for transforming such specifications into functional design. The contract with the architect eliminates misunderstandings as to his responsibilities. His ability to administer and supervise are important, along with the coordination function he must perform in the design and construction of the facility. Integrity and technical design ability are important considerations in selecting an architect.

I. Procedures

A. Qualities of a good architect are:

1. Problem-solver
2. Good administrator
3. Artist
4. Consultant or advisor to his clients
5. Ability to plan the team role--understand fully and interpret
6. Willingness to work as part of a team
7. Understands all implications of engineering
8. Technical competencies in profession

B. Function and work of the architect

1. Advising the client

a. Helps in site selection and evaluation

b. Evaluates existing facilities, if asked

c. Assists the client in preparing the construction budget

d. Supervises all engineering and technical problems

2. Facility design

a. Translates educational specifications into useable space and proper relationships

b. Selects construction methods and building materials

c. Develops final drawings and building specifications

3. Responsibility during the construction phase

a. Assists the client in awarding the construction contracts

b. Provides supervision during the construction of the facility. Helps with change orders, etc.

c. Coordinates all activities of subcontractors during the construction

d. Inspects the completed facility with the client; gives final approval for the completed building

e. Orients the staff and students in the use of the facility

f. Provides the client with all the documents of the completed facility for the records

C. Selection of architect

1. Review qualifications

2. Interview several architects
3. Contact architect's former clients
4. Visit the architect's completed facilities
5. Define responsibilities
6. Develop contract with architect

OCCUPYING THE FACILITY

PLANNING

Planning should provide for the administrator of the new facility to be assigned at least one year in advance of opening to insure sound planning for equipping and furnishing the facility. A goodly portion of the staff should be experienced to help smooth the implementing of the program in the new facility. The key is systematic planning and carrying out those plans through effective methods to the completion of the facility. The main purpose of planning for moving and evaluating the facility is to ascertain the effectiveness of the facility as an educational tool.

I. Procedures

Occupying the facility will include the following activities:

A. Selecting furniture and furnishings (ordered 12 to 16 months in advance)
   1. Should fit the program
   2. Should be durable and economical--vocational equipment comparable to that found in industry, business, etc.
   3. Should be designed for student safety
   4. Should fit into the environment

B. Training staff and students

1. Instructors
2. Students
3. Plant engineers and custodians
4. Administrators
5. Clerical staff

C. Presenting the building to the community

1. Radio and TV coverage
2. Press
3. Dedication ceremonies
4. Open house
5. Brochures

D. Assembling all building documents for safekeeping

1. Equipment manuals, parts lists, and guarantees
2. Bond records--other legal documents
3. Final working drawings and specifications
4. Contracts and/or agreements

E. Evaluating the building

The owner and architect (with the contractors) should inspect the building and correct any noted defects. A check list is the best procedure to follow in accomplishing this portion of evaluation of the facility. Administration and staff should develop a written report of their evaluation to serve as a guide for future planning.

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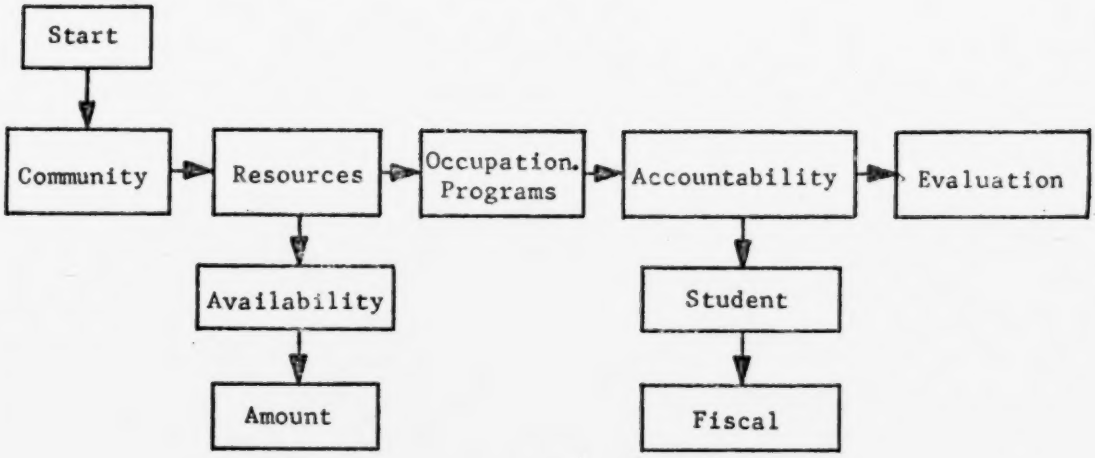
Chapter X

FISCAL AFFAIRS AND MANAGEMENT FUNCTIONS WITHIN THE ADMINISTRATIVE PROCESS



THE BUDGETARY PROCESS

The educational budget may be defined generally as the educational program interpreted in terms of the dollars required to secure the necessary resources, staff, facilities, curriculum, equipment, supplies, and those supplementary services required by an institution to accomplish its given mission. There are three distinct, basic considerations in developing an institutional budget: (1) to provide a detailed educational plan,

(2) to develop the proposed spending plan, and (3) to determine the sources of revenue required. Most educators and administrators agree that the budget reflects the objectives of the institution, the philosophy of the community, and the values which society places on the impinging values of education. Figure XI (Page 97) is a model showing the fiscal and business management functions of an educational institution.

INSTITUTIONAL BUSINESS MANAGEMENT FUNCTION

There are certain characteristics of the budgetary process that should be understood by the administrators responsible for occupational education programs and by those responsible for finance and business management in any institution. Administrators are cognizant that appropriations are approved usually for one or two fiscal years. Legally, authorization goes with an appropriation to the governing board or agency responsible for projecting a spending plan for the funds provided therein. An essential part of any budget is to determine the amount of funds required to meet educational objectives and to determine administratively how the appropriation will be spent by line item and purpose within the institution. The administrator has the responsibility to initiate policies for consideration by the governing board which influences the administration of the fiscal and business management tasks, including accountability and procurement of resources to achieve the educational mission.

Specifically, the administrator's responsibility for business management within an institution may be classified as:

(1) Developing a plan for collecting and expending all institutional funds

Figure XI

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF O
FISCAL BUSINESS MANAGEMENT TASK AND INFLUENCE ON D

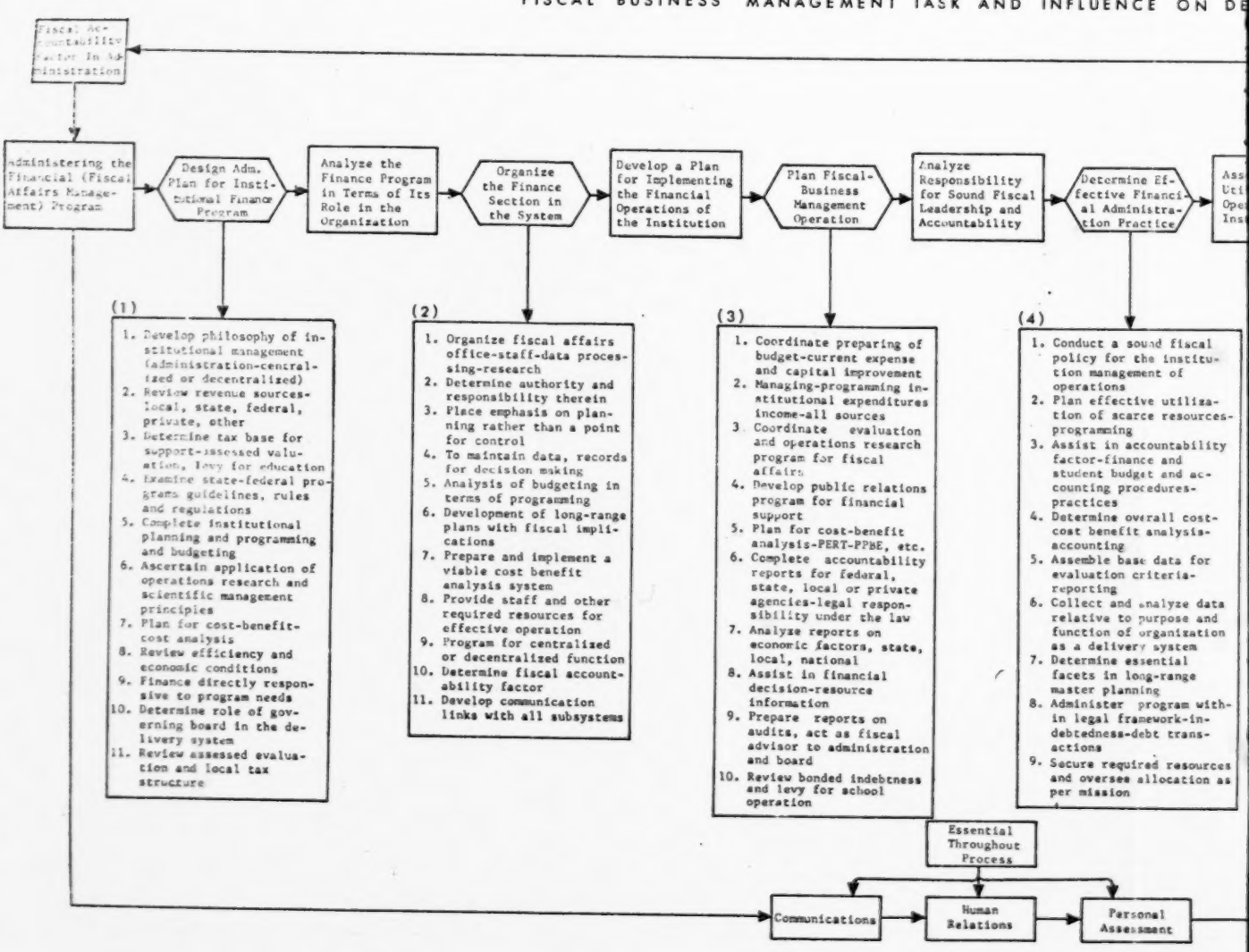
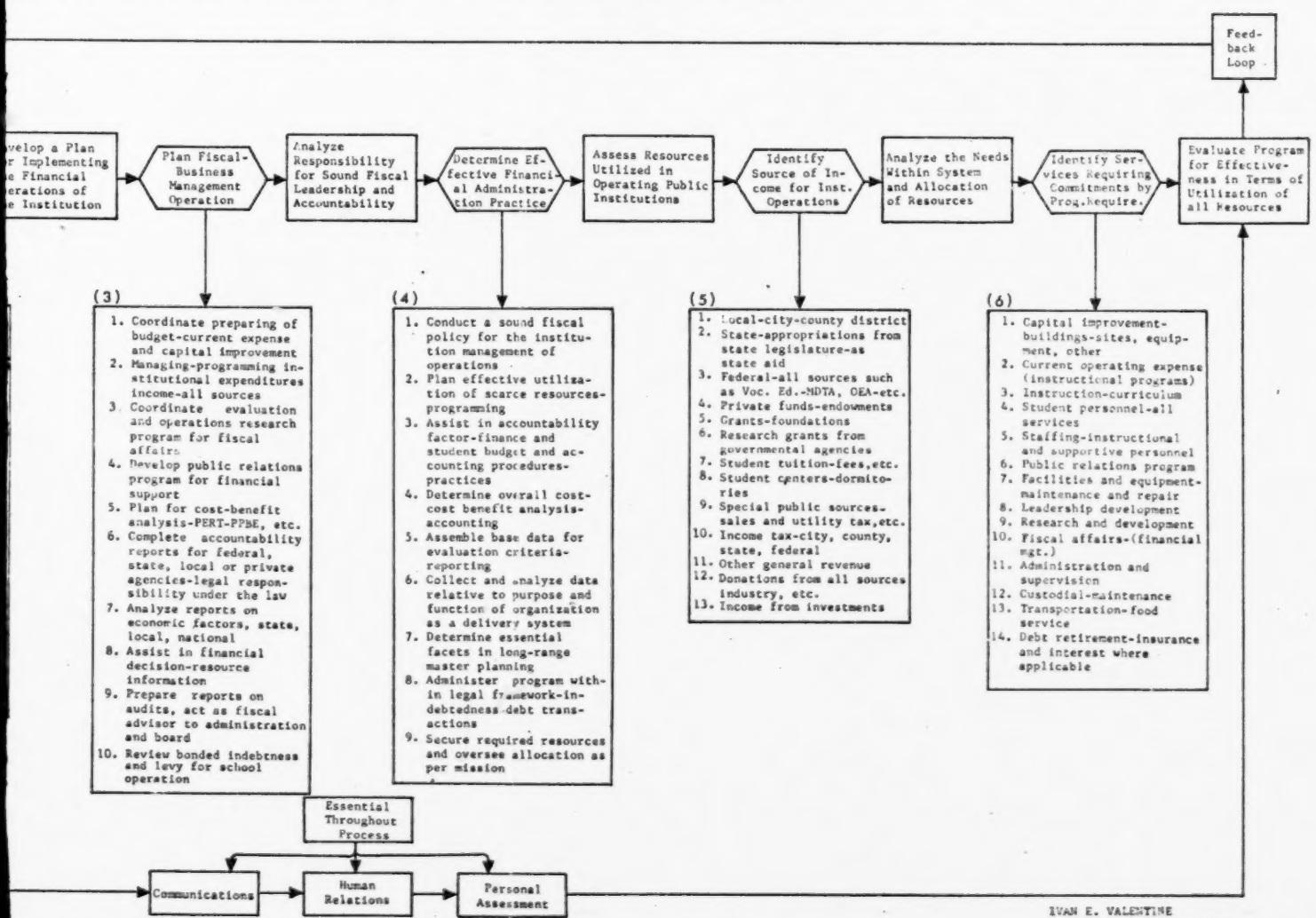

Fiscal Accountability Factor In Administration
Administering the Financial (Fiscal Affairs Management) Program
Design Adm. Plan for Institutional Finance Program
Analyze the Finance Program in Terms of Its Role in the Organization
Organize the Finance Section in the System
Develop a Plan for Implementing the Financial Operations of the Institution
Plan Fiscal-Business Management Operation
Analyze Responsibility for Sound Fiscal Leadership and Accountability
Determine Effective Financial Administration Practice
(1)
1. Develop philosophy of institutional management (administration-centralized or decentralized)
2. Review revenue sources-local, state, federal, private, other
3. Determine tax base for support-assessed valuation, levy for education
4. Examine state-federal programs guidelines, rules and regulations
5. Complete institutional planning and programming and budgeting
6. Ascertain application of operations research and scientific management principles
7. Plan for cost-benefit-cost analysis
8. Review efficiency and economic conditions
9. Finance directly responsive to program needs
10. Determine role of governing board in the delivery system
11. Review assessed evaluation and local tax structure
(2)
1. Organize fiscal affairs office-staff-data processing-research
2. Determine authority and responsibility therein
3. Place emphasis on planning rather than a point for control
4. To maintain data, records for decision making
5. Analysis of budgeting in terms of programming
6. Development of long-range plans with fiscal implications
7. Prepare and implement a viable cost benefit analysis system
8. Provide staff and other required resources for effective operation
9. Program for centralized or decentralized function
10. Determine fiscal accountability factor
11. Develop communication links with all subsystems
(3)
1. Coordinate preparing of budget-current expense and capital improvement
2. Managing-programming institutional expenditures income-all sources
3. Coordinate evaluation and operations research program for fiscal affairs
4. Develop public relations program for financial support
5. Plan for cost-benefit analysis-PERT-PPBE, etc.
6. Complete accountability reports for federal, state, local or private agencies-legal responsibility under the law
7. Analyze reports on economic factors, state, local, national
8. Assist in financial decision-resource information
9. Prepare reports on audits, act as fiscal advisor to administration and board
10. Review bonded indebtness and levy for school operation
(4)
1. Conduct a sound fiscal policy for the institution management of operations
2. Plan effective utilization of scarce resources-programming
3. Assist in accountability factor-finance and student budget and accounting procedures-practices
4. Determine overall cost-cost benefit analysis-accounting
5. Assemble base data for evaluation criteria-reporting
6. Collect and analyze data relative to purpose and function of organization as a delivery system
7. Determine essential facets in long-range master planning
8. Administer program within legal framework-indebtedness-debt transactions
9. Secure required resources and oversee allocation as per mission
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure XI

SION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS
USINESS MANAGEMENT TASK AND INFLUENCE ON DECISION MAKING


Feed-back Loop
velop a Plan r Implementing e Financial erations of e Institution
Plan Fiscal-Business Management Operation
Analyze Responsibility for Sound Fiscal Leadership and Accountability
Determine Effective Financial Administration Practice
Assess Resources Utilized in Operating Public Institutions
Identify Source of Income for Inst. Operations
Analyze the Needs Within System and Allocation of Resources
Identify Services Requiring Commitments by Prog.require.
Evaluate Program for Effectiveness in Terms of Utilization of all Resources
(3)
1. Coordinate preparing of budget-current expense and capital improvement
2. Managing-programming institutional expenditures income-all sources
3. Coordinate evaluation and operations research program for fiscal affairs
4. Develop public relations program for financial support
5. Plan for cost-benefit analysis-PERT-PPBE, etc.
6. Complete accountability reports for federal, state, local or private agencies-legal responsibility under the law
7. Analyze reports on economic factors, state, local, national
8. Assist in financial decision-resource information
9. Prepare reports on audits, act as fiscal advisor to administration and board
10. Review bonded indebtness and levy for school operation
(4)
1. Conduct a sound fiscal policy for the institution management of operations
2. Plan effective utilization of scarce resources-programming
3. Assist in accountability factor-finance and student budget and accounting procedures-practices
4. Determine overall cost-cost benefit analysis-accounting
5. Assemble base data for evaluation criteria-reporting
6. Collect and analyze data relative to purpose and function of organization as a delivery system
7. Determine essential facets in long-range master planning
8. Administer program within legal framework-indebtedness-debt transactions
9. Secure required resources and oversee allocation as per mission
(5)
1. Local-city-county district
2. State-appropriations from state legislature-as state aid
3. Federal-all sources such as Voc. Ed.-MDTA, OEA-etc.
4. Private funds-endowments
5. Grants-foundations
6. Research grants from governmental agencies
7. Student tuition-fees,etc.
8. Student centers-dormitories
9. Special public sources-sales and utility tax,etc.
10. Income tax-city, county, state, federal
11. Other general revenue
12. Donations from all sources industry, etc.
13. Income from investments
(6)
1. Capital improvement-buildings-sites, equipment, other
2. Current operating expense (instructional programs)
3. Instruction-curriculum
4. Student personnel-all services
5. Staffing-instructional and supportive personnel
6. Public relations program
7. Facilities and equipment-maintenance and repair
8. Leadership development
9. Research and development
10. Fiscal affairs-(financial mgt.)
11. Administration and supervision
12. Custodial-maintenance
13. Transportation-food service
14. Debt retirement-insurance and interest where applicable
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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(2) Directing the use of the school's assets and serving as the guardian of school indebtedness

(3) Directing and coordinating the use of the physical plant, including maintenance of the facilities and equipment

(4) Organizing a plan for maximum utilization of nonclassified (support) personnel required in the educational institution

(5) Analyzing the business management function relative to the larger task of the institution, which is the improvement of the instructional program

(6) Reviewing the business management function and the fiscal responsibility relative to securing the resources and services required to carry out the instructional program

ADMINISTRATION AND THE MANAGEMENT FUNCTION

The management function for fiscal affairs in any educational institution requires the ability to integrate the planning function and programming tasks with a budgeting and accounting system required in the operation of educational institutions. The administrator must formulate fiscal programs which include and have identified alternatives, priorities, and concurrently developed a system for selecting the best alternatives based on priorities established that are realistic in terms of the predetermined objectives. A major responsibility of the administrator (cooperating with the staff, teachers, department heads, special assistants, and business manager) is translating the educational program requirement into a formal budget request. The systems approach for institutional budgeting should be utilized, and the requests therein should be understood by all associated

with the institution. An integral part of any educational budget is a statement generalizing the responsibility of the institution and the purpose or mission for these educational services in terms of the organization as it presently exists. The educational budget should be used as a device to evaluate the performance of the institution against the projected or planned performance in terms of effectiveness relative to the accountability factor. It is important that the educational budget at the end of the fiscal year should provide base data for the governing board, educational administrator, and the business manager to make sound educational decisions based on fiscal expenditures and requirements. An equally important aspect of school finance and particularly in occupational education is to provide pertinent and consistent data (reports) relative to fiscal and student accountability to the unit of government (local, state, federal agencies) from which the institution derives its financial support. The foregoing agencies do require fiscal and program reports as per the rules and regulations. Evaluation and accountability for all funds are responsibilities that can best be met by using PPBS or PPBE.

The educational leader is responsible for all educational programs, be it occupational education, general education, or whatever classification may be desired. There are certain administrative functions that must be understood by the individual as he plans and prepares the institutional budget. Of prime concern to the administrator are the aspects of programming, budgeting, accounting, reporting, auditing, and the management operations within the institution. Of equal importance in the institutional management is the responsibility of managing the investments of the

institution. These may occur in terms of facilities, equipment, land, endowments, and other private and public monies entrusted to the institution.

THE ADMINISTRATOR AND FISCAL ACCOUNTABILITY

Accounting in the educational institution provides the policy-making board and administrator with the tools for decision-making based on cost-benefit analysis and the utilization of resources within the institution. Accounting is a device for control utilized by management in the day by day operation of the institution. Accounting may be defined as the responsibility for establishing the record system, recording, classifying, and summarizing the financial operation of the institution in terms of funds, transactions, events, and financial character of the institution. The objectives for accounting within an educational institution is to maintain a record of the business transactions which will provide a basis for decision-making and to provide a system or method for reporting to the public the fiscal status of the institution. Accounting provides a base for the development of the operating (current expense-capital improvement) budget; and of utmost importance, it provides a data base to determine the relative efficiency of operation for the institution.

Of importance in reviewing the financial responsibility of the educational administrator is the fact that educational institutions have no profit motive and no product is sold as such. The budgeting systems and accounting procedures must be compatible with the legal aspects of the budgeting procedures prescribed by state law. State-wide accounting provides for uniform terminology and budgeting procedures. PPBS and PPBE

provide the educational establishments with a sound approach to budgeting relative to program planning and budget systems plus program planning and budgeting evaluation. These two are the most generally utilized in the educational setting.

The administrator must understand federal, state, and local tax laws. The assessed valuation of a community and the applying of legal millage levies approved by the voters for educational purposes must be understood. Anticipated income must be computed by the educational administrator as he projects the financial requirements for the institution. The monies received from state and local sources may be classified as revenue accounts and non-revenue accounts. Each of these accounts is posted in the ledger under the proper classification and a running balance figured after each posting in the ledger. All other accounts for capital improvement and debt retirement are part of the overall fiscal responsibility of the administering boards.

DEVELOPING THE INSTITUTION'S EDUCATIONAL BUDGET

Basically, the budgeting process or procedure consists of the following activities: planning, coordinating, reviewing, and interpreting. The budget must be presented to the proper authority and be approved by the responsible agencies at the local and state levels. The budget is a plan for administering the expenditures and is the device for assessing the effectiveness of the spending plan. The spending plan basically is a detailed analysis for converting available funds into educational programs which includes salaries, equipment, supplies, transportation, facilities, and other services and material required in the operation of

the institution. A fund may be described as a sum of money that facilitates providing the material and services required in implementing the educational program. The administrator with his staff must prepare a spending plan (budget) which results simultaneously in determining the revenue (anticipated income) plan to meet the educational or budget plan. Most institutions that are public in nature have public hearings to review the proposed educational budget and details the requirements in terms of the revenue necessary to implement this budget. These are usually public hearings at which members of the public can review and ask questions of the line items within the budget. After the public hearing date has expired, the responsible agency, whether it is county commissioners or city councils or other appropriate state agencies, approves the budget; and then the local taxing agencies can set the millage (within legal limits) required to procure the required revenue that has been requested (budgeted) by the educational institution. State-operated institutions' budgets are approved by the governing board, then reviewed by a state agency, who in turn may make appropriate revisions. The institutional budgets are then combined into one request by the coordination state agency and presented to a budget commission for their consideration and recommendations to the governor and state legislature. Educational budgets must be realistic in terms of the financial requests relative to the revenue available to meet the needs of the educational program. It is important to administrators that the budget be developed cooperatively. This can be done either by departments or by specific educational agencies. This technique for departmental or program

budgeting provides for local control in each unit or department; however, in some cases, some departments or schools may make out better than others. It is the responsibility of the administration to coordinate all budget requests and to see that all departments are treated fairly (based on identified need) in the development of the budget. There are many advantages in developing a combined budget for an institution primarily because the budget is the result of cooperative efforts of all programs and departments. The educational budget truly should be a system-wide budget based on educational and program needs and not a series of small, individual budgets presented to the administration by pressure groups within the institution.

The principles of budgeting should result in the purchasing of materials and supplies relative to specified quality and quantity when needed to provide for a good instructional program. The budget and the accounting systems related to expenditures that result from the budgeting process should be reviewed by administrators as a tool for institutional management and not a control device. Many business managers and administrators in educational institutions become very powerful and in some cases misuse the power of the position in the regulatory aspect for financial control. This condition can reduce the effectiveness of the educational program. The responsibility for the budgeting process should truly be a cooperative effort and fiscal leadership should reside in the educational administrator's office. The budget should include directly or indirectly a mechanism for communication within the system and between the subsystems within the environment identified as external and internal to the institution.

The budget review by the appropriate authorities may result in a cutting or curtailing of the proposed educational plan. If this is the situation, the administrator must work cooperatively with the governing board and members of the staff in deciding on priorities and strategies for program development and improvement within the resources available. The administrator and his staff must determine what program activities and/or areas can be cut or delayed until a future date. Identification must be made of the implications for not funding a particular request at this time. The administrator and his staff should review the major programs and the expenditures in relationship to identified objectives. The educational plan, with the budget and revenue plan in hand, plus the predetermined priorities based on strategies aids the administrator to better determine the alternatives based on the economic conditions and funds available to the institution. The literature reveals that the educational administrator must present to the policy-making board a budget that truly reflects the educational program needs of the institution. However, many times the governing board or taxing agency relates to the administrative unit the number of dollars available and in turn demands that the administrator and his staff budget the program needs around the funds available. It is quite obvious that the ideal way to develop a budget is to project educational program needs; however, administrators must be realistic in these inflationary times. Tax payers' revolution in terms of public expenditures dictates that educators must consider primarily the number of dollars with which to accomplish the mission assigned to the institution. Ideally, program needs determine budgets; however, realistically in many educational establishments, available funds determine programs.

THE ENVIRONMENT AND ITS INFLUENCE ON BUDGETING PROCEDURES

In the final analysis, it's an awesome responsibility for the school administrator to make programs and budgets compatible due to inflationary costs and still provide a realistic and dynamic educational program compatible with the revenue available from all sources. However, the demand for fiscal and student accountability places the public institutions in our society today in a position necessitating developing better budgeting procedures. Educational institutions need to improve the system for accounting and reporting that will provide a data base from which to evaluate the effectiveness of the institution and simultaneously provide policy makers with the data for decision-making. The fiscal management in any institution is based primarily on planning, management, auditing, and the operational control required in the conduct of the fiscal affairs of the institution.

There are many different ways to finance public education. The sources of funds for operating general and occupational education varies from state to state. The principles and practices for budgeting and for the management function within the institution are basically the same, regardless of the source of funds. The key to successful fiscal management is based on sound practices for accounting and reporting the expenditures within the institution. Administrators have to account for funds expended due to federal and state participation within the program; however, this usually presents little or no problem due to the rules and regulations governing the expenditures of these funds. In the final analysis, the

success of any institution will depend upon its efficiency in terms of operation based on cost-benefit analysis. Efficiency can best be accomplished within the system if administrators have a plan of operation that is derived from effective communications, self-assessment, and human relations in the conduct of the fiscal affairs for the institution. A scarcity of resources, public and political attitudes toward all education, places the educational institution in an environment that is demanding more and better education with limited resources.

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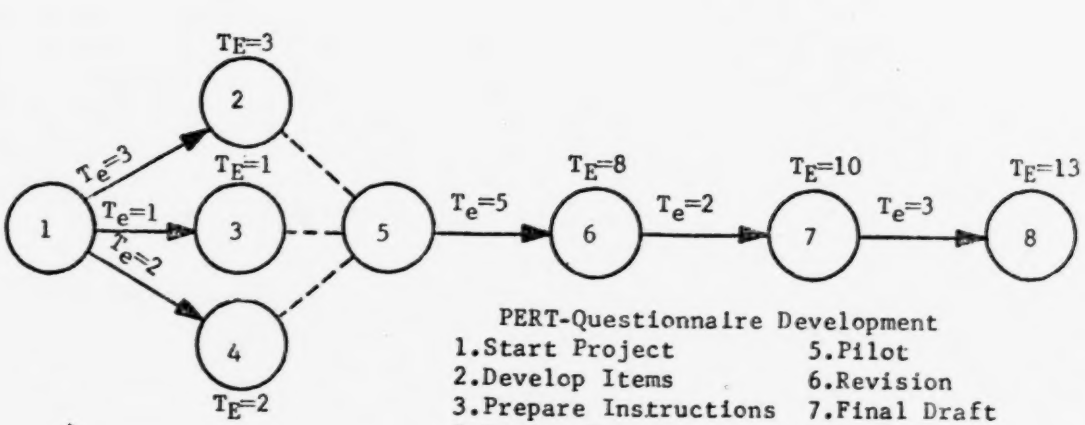
Chapter XI

THE ADMINISTRATOR'S ROLE AND RESPONSIBILITY FOR RESEARCH AND DEVELOPMENT



PERT-Questionnaire Development

1.Start Project	5.Pilot
2.Develop Items	6.Revision
3.Prepare Instructions	7.Final Draft
4.Design Format	8.Printings

PLANNING INSTITUTIONAL RESEARCH

One of the major responsibilities and influential tasks, Figure XII (Page 108), that the administrator must accomplish in any educational setting is the operation and maintenance of research and development activities. For the purpose of this guide, emphasis is directed to research and developmental activities as a mechanism to provide management information

Figure XII

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATION

RESEARCH AND DEVELOPMENT TASKS AND INFLUENCE ON DECISION M

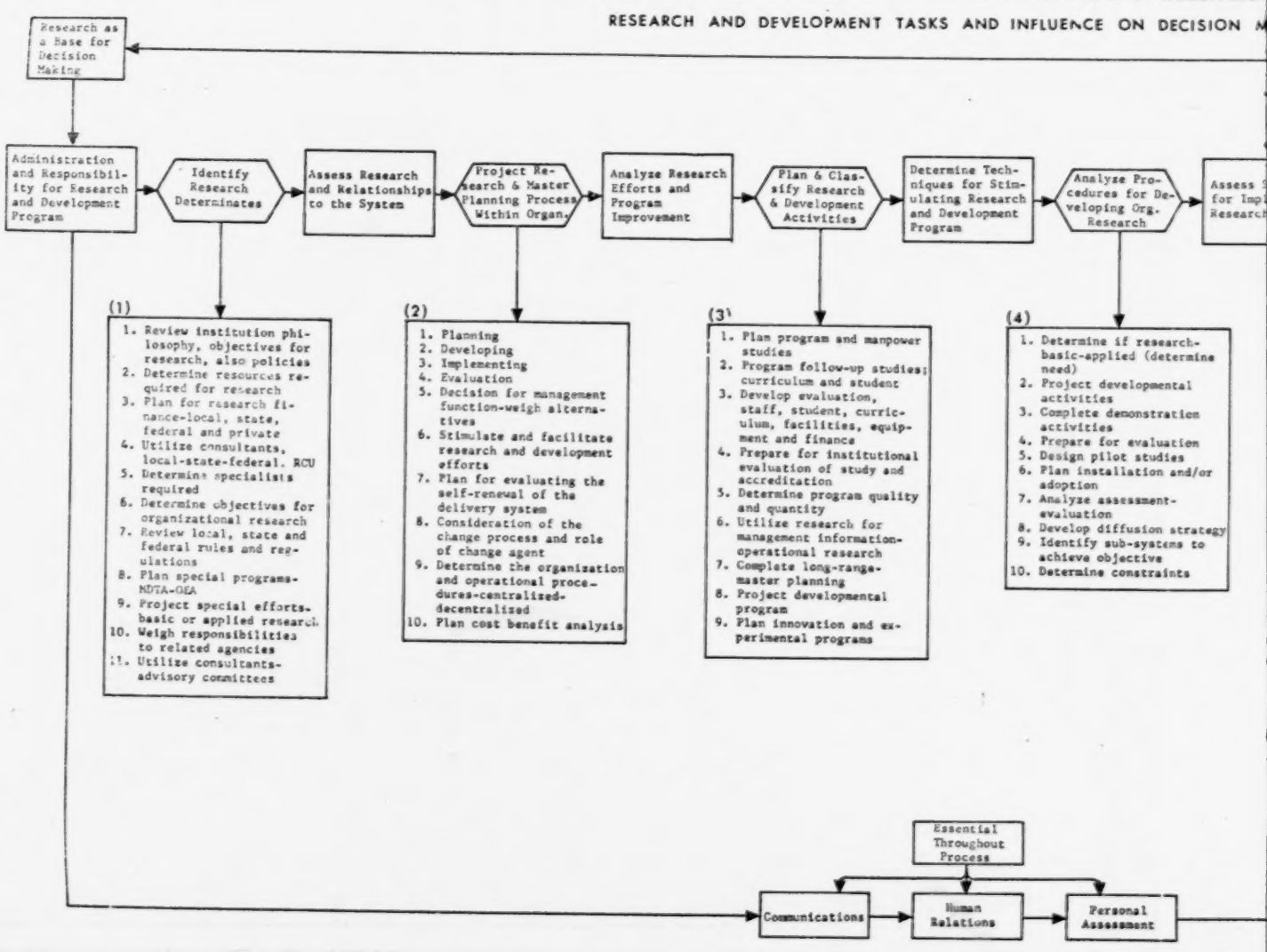
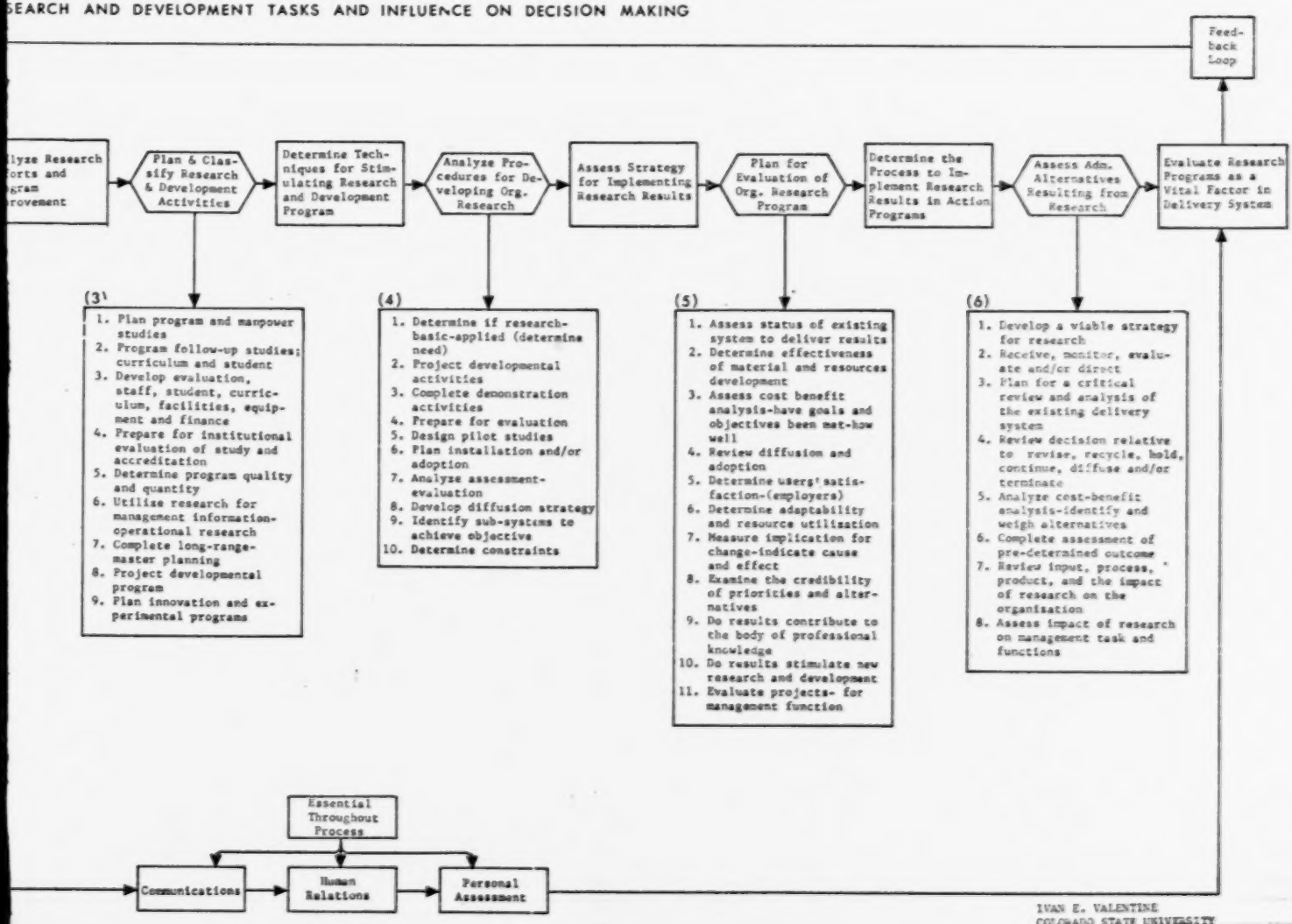

Research as a Base for Decision Making
Administration and Responsibility for Research and Development Program
Identify Research Determinates
Assess Research and Relationships to the System
Project Research & Master Planning Process Within Organ.
Analyze Research Efforts and Program Improvement
Plan & Classify Research & Development Activities
Determine Techniques for Stimulating Research and Development Program
Analyze Procedures for Developing Org. Research
(1)
1. Review institution philosophy, objectives for research, also policies
2. Determine resources required for research
3. Plan for research finance-local, state, federal and private
4. Utilize consultants, local-state-federal, RCU
5. Determine specialists required
6. Determine objectives for organizational research
7. Review local, state and federal rules and regulations
8. Plan special programs-MDTA-OEA
9. Project special efforts-basic or applied research
10. Weigh responsibilities to related agencies
11. Utilize consultants-advisory committees
(2)
1. Planning
2. Developing
3. Implementing
4. Evaluation
5. Decision for management function-weigh alternatives
6. Stimulate and facilitate research and development efforts
7. Plan for evaluating the self-renewal of the delivery system
8. Consideration of the change process and role of change agent
9. Determine the organization and operational procedures-centralized-decentralized
10. Plan cost benefit analysis
(3)
1. Plan program and manpower studies
2. Program follow-up studies; curriculum and student
3. Develop evaluation, staff, student, curriculum, facilities, equipment and finance
4. Prepare for institutional evaluation of study and accreditation
5. Determine program quality and quantity
6. Utilize research for management information-operational research
7. Complete long-range-master planning
8. Project developmental program
9. Plan innovation and experimental programs
(4)
1. Determine if research-basic-applied (determine need)
2. Project developmental activities
3. Complete demonstration activities
4. Prepare for evaluation
5. Design pilot studies
6. Plan installation and/or adoption
7. Analyze assessment-evaluation
8. Develop diffusion strategy
9. Identify sub-systems to achieve objective
10. Determine constraints
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure XII

ND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

SEARCH AND DEVELOPMENT TASKS AND INFLUENCE ON DECISION MAKING


Feed-back Loop
lyze Research forts and gram rovement
Plan & Classify Research & Development Activities
Determine Techniques for Stimulating Research and Development Program
Analyze Procedures for Developing Org. Research
Assess Strategy for Implementing Research Results
Plan for Evaluation of Org. Research Program
Determine the Process to Implement Research Results in Action Programs
Assess Adm. Alternatives Resulting from Research
Evaluate Research Programs as a Vital Factor in Delivery System
(3)
1. Plan program and manpower studies
2. Program follow-up studies; curriculum and student
3. Develop evaluation, staff, student, curriculum, facilities, equipment and finance
4. Prepare for institutional evaluation of study and accreditation
5. Determine program quality and quantity
6. Utilize research for management information-operational research
7. Complete long-range-master planning
8. Project developmental program
9. Plan innovation and experimental programs
(4)
1. Determine if research-basic-applied (determine need)
2. Project developmental activities
3. Complete demonstration activities
4. Prepare for evaluation
5. Design pilot studies
6. Plan installation and/or adoption
7. Analyze assessment-evaluation
8. Develop diffusion strategy
9. Identify sub-systems to achieve objective
10. Determine constraints
(5)
1. Assess status of existing system to deliver results
2. Determine effectiveness of material and resources development
3. Assess cost benefit analysis-have goals and objectives been met-how well
4. Review diffusion and adoption
5. Determine users' satisfaction-(employers)
6. Determine adaptability and resource utilization
7. Measure implication for change-indicate cause and effect
8. Examine the credibility of priorities and alternatives
9. Do results contribute to the body of professional knowledge
10. Do results stimulate new research and development
11. Evaluate projects- for management function
(6)
1. Develop a viable strategy for research
2. Receive, monitor, evaluate and/or direct
3. Plan for a critical review and analysis of the existing delivery system
4. Review decision relative to revise, recycle, hold, continue, diffuse and/or terminate
5. Analyze cost-benefit analysis-identify and weigh alternatives
6. Complete assessment of pre-determined outcome
7. Review input, process, product, and the impact of research on the organization
8. Assess impact of research on management task and functions
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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which results in decision-making that is a direct result of research activities. It is imperative that the institutional philosophy relative to research and development is advanced and the objectives and policies for research are clearly identified and understood by all within the institution. The administrator should provide dynamic leadership for implementing research activities within the institutional setting to encourage participation by classroom teachers and department heads. The results of institutional research should have a direct applicability. It should change the educational process in the shop, laboratory, or classroom.

ORGANIZING INSTITUTIONAL RESEARCH

The philosophy for research in the institution should identify the objectives and purposes of the program. The program should identify those areas which require research. The needs should be expressed either as basic or applied research. It is further stressed that staffing and other resources required to conduct research be provided by the policy-making board and the administration. A significant aspect for planning and implementing an institutional research program for improving management information should be to determine organizational structure. Should a centralized research staff accomplish research, or should the institution train researchers within each program and do "on-the-spot" research that will involve teachers, students, and supervisors alike in accomplishing the objectives of the research program and concurrently improve the instructional program. Some institutions may desire to contract for research projects with private or public research agencies. Universities and state departments provide research services to local educational institutions.

It is further stressed that research, as referred to in this guide, and the model should be thought of as being a function of program planning and development. The educational administrator should think of the institutional research program as being developed in four major stages: (1) the planning stage, (2) the developmental stage, (3) the conducting stage, and (4) the implementation and the diffusion of results stage. One of the greatest difficulties in administering a program of institutional research is the dissemination of the findings to all concerned in the institution and adopting changes in the educational program, which result from an interpretation of the findings of research and developmental activities.

FUNCTIONS OF INSTITUTIONAL RESEARCH

A major function of research is to provide data and information which the administrator can utilize in making decisions that will improve the management function. Heretofore, much of the research that has been accomplished in occupational education has done little to evoke the change process in the educational setting. Administrators should develop a viable operational research program, which definitely will contribute to improving the decision-making process when one relates resources in terms of time, staff, material, and finance and convert these factors into workable decisions to improve the educational programs within the establishment. The importance of research and developmental activities in the institution cannot be overstressed; heretofore, some administrators of occupational educational programs felt that research was something that didn't apply in occupational education. However, with the advent of the

Vocational Education Act of 1963 and the 1968 Vocational Amendments, a greater effort was made from national and regional levels and concurrently, the state level for providing realistic research and developmental activities for the improvement of the occupational program. The state plans for occupational education now demand that state departments of education and state directors of vocational education develop a plan for conducting and projecting research activities within the state, with special attention being paid to local programming. With this emphasis and direction on program planning, the importance of research and developmental activities becomes more realistic in terms of the decision-making process and long-range master planning. The direction for providing management decisions resulting from research indicates that more applied research needs to be done at the local level, and it may be advisable to project or direct more of the basic and developmental research activities to colleges and universities or to the research coordinating units in each state.

IMPLEMENTING INSTITUTIONAL RESEARCH

The operation of occupational education programs must take into account the national and regional priorities. These must be considered as states develop their state and local priorities for research and developmental activities, even though a large portion of programming for research and developmental activities as well as financing comes from federal funding. The local administrator should not overlook funds available from state, local and private foundations, corporations, and other private organizations interested in sponsoring research. It is most appropriate that the projected long-range master plan and budgeting

for the institution provide a specific line item for research. The master plan should identify important resources required to maintain the program and details for expanding a realistic research program at the institutional level. The educational institution of today must look for alternate resources for research and developmental activities in terms of professional or specialized staff and the financial resources with which to meet the fiscal responsibilities of such a dynamic program. The administrator must develop a viable strategy and determine priorities plus identify alternatives for the institutional research program.

ADMINISTERING INSTITUTIONAL RESEARCH

The administrator for occupational education must identify priorities relative to the research and developmental activities. State departments and present federal legislation provide financial assistance to local units to do program planning, carry on developmental activities, develop exemplary programs, conduct innovative programs, complete master planning, and engage in evaluation and follow-up activities. Institutional research effort is part of the total change process and simultaneously develops or designs into the research profile a process or procedure for institutional self-renewal. Equally important is the incentive on the part of management to collect data and to provide the policy-making board with base data for long-range master planning and decision-making. Institutional research should enhance the local efforts for institutional evaluation of facilities, equipment, staff, and the availability of resources with which to operate the occupational program. It is further recommended that institutional research place greater emphasis on the follow-up studies

of pre-vocational and pre-technical programs, co-op programs, curriculum, and student oriented services. Staff preparation and improvement is another area where research and developmental activities can provide the decision-maker with base data for assessing and strengthening the program.

It is important in educational research that a plan be developed for dissemination of research and developmental results and a model or procedure for the adoption or implementation of activities designed as part of the proposed plan in institutional research. Historically, not much of the research accomplished in occupational education has been diffused; consequently, the results and findings have not been utilized in changing the instructional program, nor can they be identified as part of the change process.

All those concerned who have responsibility for the decision-making must do a critical review and analysis of the existing research programs. The administrator should develop a system of identifying priorities, alternatives, and concurrently provide strategies for bringing about a realistic research program within the institution. With this in mind, the administrator must identify the constraints that restrict the research activities and develop a plan that will provide for the revision and redirection of these efforts as determined by analysis.

RESEARCH INFORMATION AND DISSEMINATION

Presently, there are many sources of information relative to research activities available to the administrator and educational leaders; one of these is the ERIC System (Educational Research Information Center). This system provides a valuable service to educational leaders in occupational

education and to others relative to research results that have been completed and makes the dissemination of the findings available to those in critical positions. ERIC publication serves as a guide to states and local units for providing research information systems within their own institutions. It is not inconceivable that all the information contained in ERIC would be of value to a centralized research center in a large community college or technical institute. Another valuable resource unit in the educational spectrum that is located at the state department of vocational education or on university campuses is the RCU, which is the Research Coordinating Unit of the State and the Department of Vocational Education. The Research Coordinating Unit provides local institutions with assistance in identifying and developing research activities and will conduct research for local units if that expertise is not available at the local institution. These two units are only two of the many such information centers that are in existence to provide local administrators with information and the results of research, which can be analyzed in terms of applicability in a local situation. The administrator should cooperate with the state planning agency and coordinate local planning to be compatible with that of the state and regional efforts. Master planning for institutional research will strengthen the decision-making process relative to implementing change as a result of research and as a source of management information.

COMMUNICATION AND INSTITUTIONAL RESEARCH

The administrator in a local education institution should be cognizant of the communication network to be maintained with individuals within the

organization who have responsibility for curriculum, staffing, instruction, finance, follow-up, and evaluation. These individuals are in a position to do the kind of research that has direct applicability to a local situation. The educational leader has a responsibility to provide the financial resources and should utilize the expertise of those individuals on his staff to develop the research capabilities within the institution. It is recognized that not all teachers are competent researchers; however, this indicates that the educational leader, here again, should establish a preservice or in-service research training program that will develop within the existing staff those capabilities to plan, implement, and expand the research capabilities of the institution.

The research program as discussed in this guide and in the model lends itself to a systems approach for implementing research that will have a direct implication on similar institutions and is not restricted to a local or regional situation. It is evident that there needs to be coordinated research efforts between institutions offering occupational education regardless of their classification. The administrator of occupational education should be cognizant of the use of advisory committees and special consultants for improving the role and status of research and developmental activities. It is from this base that management information derived from research will have its greatest applicability. The responsibility for providing institutional research has no substitute in terms of assigning the responsibility to other agencies or individuals outside of the organization. It is recognized that if occupational educators are to get the results from research and developmental activities, they must have institutional research of the kind and level that will have direct applicability in the

educational change process. If research can be pointed toward the management function or serve as a management tool in planning and administering a program, it is to this end that the efforts of all the resources should be directed. This is a most important task in the administrative function of occupational education.

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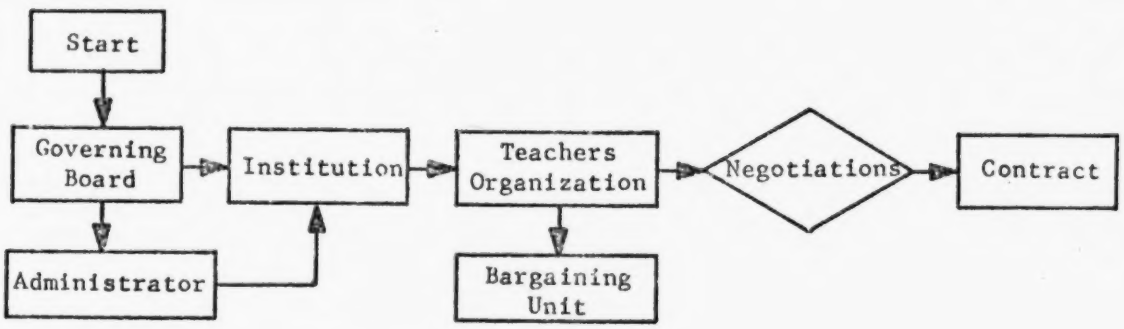
Chapter XII

THE ADMINISTRATOR'S ROLE IN PROFESSIONAL NEGOTIATIONS



INTRODUCTION

A major responsibility for the administrators of occupational programs is the implications for professional negotiations or as some educators prefer the term, "Collective Negotiations," in the public education sector. This new responsibility plus the issues and problems related to negotiations present a great concern for boards of education, boards of trustees, and administrators at all levels relative to operating in the sphere of professional organized groups in education. Figure XIII (Page 118) is a model depicting the administrator's role in professional negotiations.

Figure XIII

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIO

PROFESSIONAL NEGOTIATIONS TASK AND INFLUENCE ON DECISION

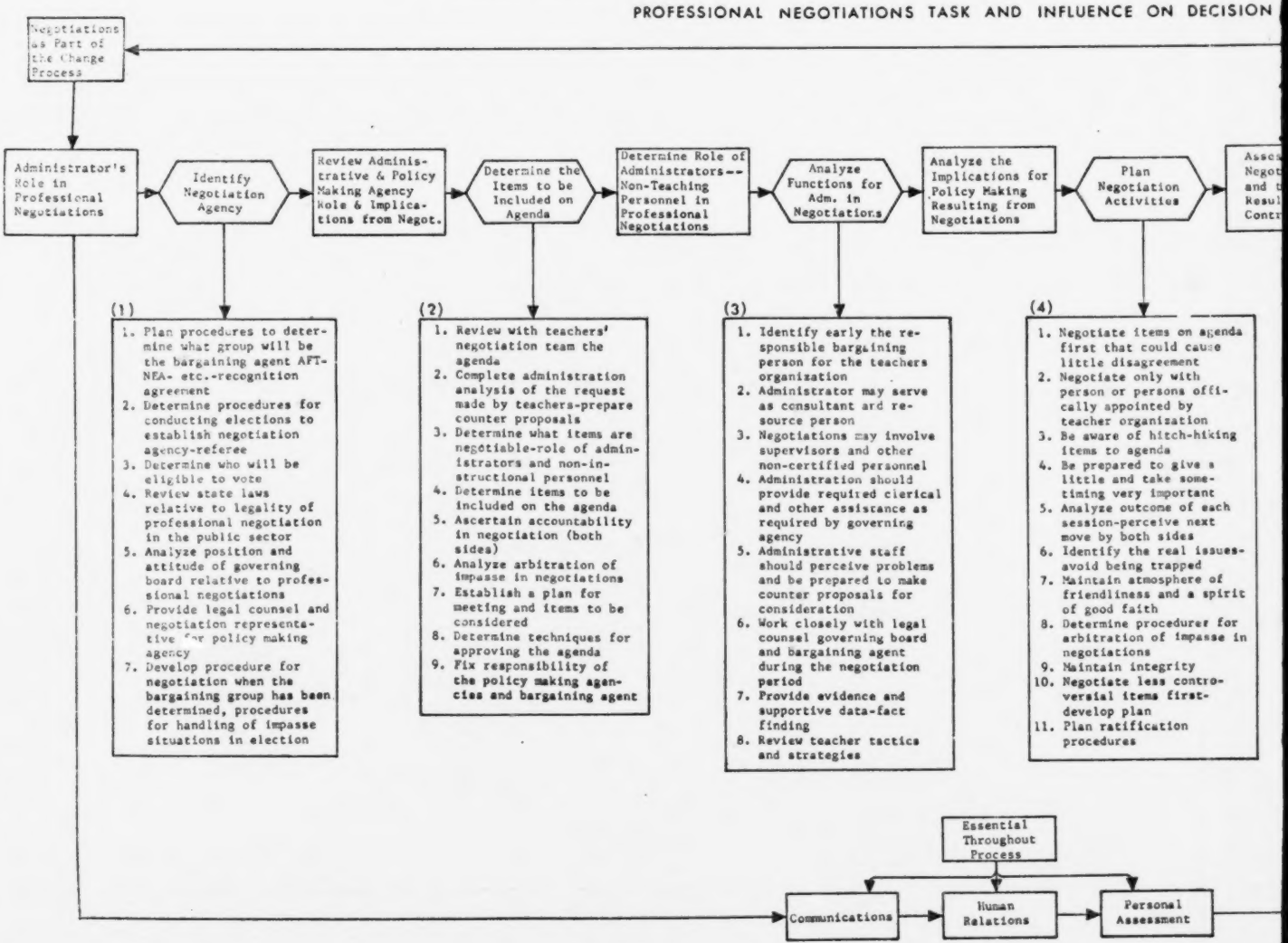
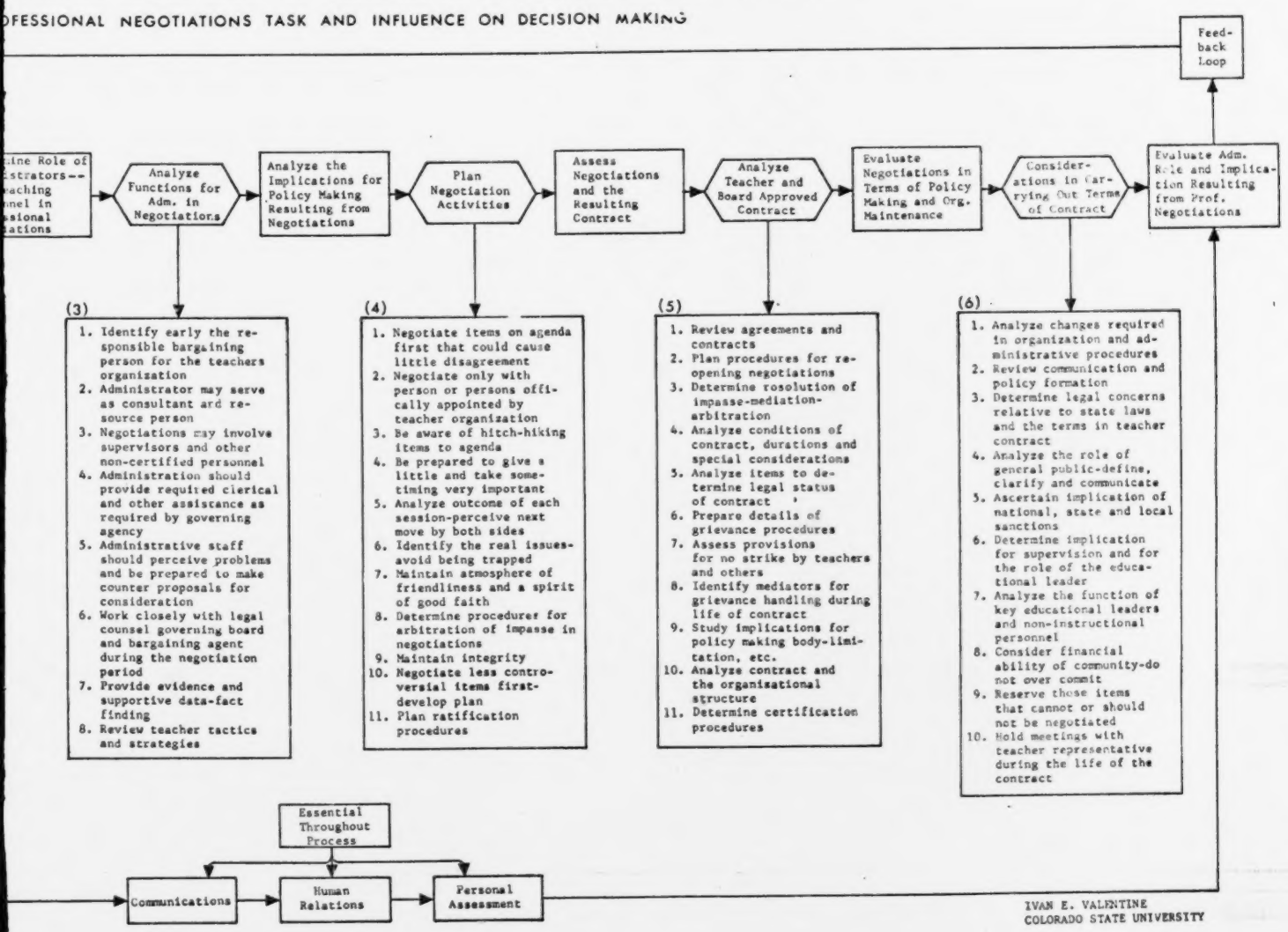

Negotiations as Part of the Change Process
Administrator's Role in Professional Negotiations
Identify Negotiation Agency
Review Administrative & Policy Making Agency Role & Implications from Negot.
Determine the Items to be Included on Agenda
Determine Role of Administrators--Non-Teaching Personnel in Professional Negotiations
Analyze Functions for Adm. in Negotiations
Analyze the Implications for Policy Making Resulting from Negotiations
Plan Negotiation Activities
(1)
1. Plan procedures to determine what group will be the bargaining agent AFT-NEA- etc.-recognition agreement
2. Determine procedures for conducting elections to establish negotiation agency-referee
3. Determine who will be eligible to vote
4. Review state laws relative to legality of professional negotiation in the public sector
5. Analyze position and attitude of governing board relative to professional negotiations
6. Provide legal counsel and negotiation representative for policy making agency
7. Develop procedure for negotiation when the bargaining group has been determined, procedures for handling of impasse situations in election
(2)
1. Review with teachers' negotiation team the agenda
2. Complete administration analysis of the request made by teachers-prepare counter proposals
3. Determine what items are negotiable-role of administrators and non-instructional personnel
4. Determine items to be included on the agenda
5. Ascertain accountability in negotiation (both sides)
6. Analyze arbitration of impasse in negotiations
7. Establish a plan for meeting and items to be considered
8. Determine techniques for approving the agenda
9. Fix responsibility of the policy making agencies and bargaining agent
(3)
1. Identify early the responsible bargaining person for the teachers organization
2. Administrator may serve as consultant and resource person
3. Negotiations may involve supervisors and other non-certified personnel
4. Administration should provide required clerical and other assistance as required by governing agency
5. Administrative staff should perceive problems and be prepared to make counter proposals for consideration
6. Work closely with legal counsel governing board and bargaining agent during the negotiation period
7. Provide evidence and supportive data-fact finding
8. Review teacher tactics and strategies
(4)
1. Negotiate items on agenda first that could cause little disagreement
2. Negotiate only with person or persons officially appointed by teacher organization
3. Be aware of hitch-hiking items to agenda
4. Be prepared to give a little and take sometiming very important
5. Analyze outcome of each session-perceive next move by both sides
6. Identify the real issues-avoid being trapped
7. Maintain atmosphere of friendliness and a spirit of good faith
8. Determine procedures for arbitration of impasse in negotiations
9. Maintain integrity
10. Negotiate less controversial items first-develop plan
11. Plan ratification procedures
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure XIII

) DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

OFESSIONAL NEGOTIATIONS TASK AND INFLUENCE ON DECISION MAKING


Feed-back Loop
ine Role of istrators-- aching nnel in sional iations
Analyze Functions for Adm. in Negotiations
Analyze the Implications for Policy Making Resulting from Negotiations
Plan Negotiation Activities
Assess Negotiations and the Resulting Contract
Analyze Teacher and Board Approved Contract
Evaluate Negotiations in Terms of Policy Making and Org. Maintenance
Considerations in Carrying Out Terms of Contract
Evaluate Adm. Role and Implication Resulting from Prof. Negotiations
(3)
1. Identify early the responsible bargaining person for the teachers organization
2. Administrator may serve as consultant and resource person
3. Negotiations may involve supervisors and other non-certified personnel
4. Administration should provide required clerical and other assistance as required by governing agency
5. Administrative staff should perceive problems and be prepared to make counter proposals for consideration
6. Work closely with legal counsel governing board and bargaining agent during the negotiation period
7. Provide evidence and supportive data-fact finding
8. Review teacher tactics and strategies
(4)
1. Negotiate items on agenda first that could cause little disagreement
2. Negotiate only with person or persons officially appointed by teacher organization
3. Be aware of hitch-hiking items to agenda
4. Be prepared to give a little and take sometiming very important
5. Analyze outcome of each session-perceive next move by both sides
6. Identify the real issues-avoid being trapped
7. Maintain atmosphere of friendliness and a spirit of good faith
8. Determine procedures for arbitration of impasse in negotiations
9. Maintain integrity
10. Negotiate less controversial items first-develop plan
11. Plan ratification procedures
(5)
1. Review agreements and contracts
2. Plan procedures for reopening negotiations
3. Determine resolution of impasse-mediation-arbitration
4. Analyze conditions of contract, durations and special considerations
5. Analyze items to determine legal status of contract
6. Prepare details of grievance procedures
7. Assess provisions for no strike by teachers and others
8. Identify mediators for grievance handling during life of contract
9. Study implications for policy making body-limitation, etc.
10. Analyze contract and the organizational structure
11. Determine certification procedures
(6)
1. Analyze changes required in organization and administrative procedures
2. Review communication and policy formation
3. Determine legal concerns relative to state laws and the terms in teacher contract
4. Analyze the role of general public-define, clarify and communicate
5. Ascertain implication of national, state and local sanctions
6. Determine implication for supervision and for the role of the educational leader
7. Analyze the function of key educational leaders and non-instructional personnel
8. Consider financial ability of community-do not over commit
9. Reserve those items that cannot or should not be negotiated
10. Hold meetings with teacher representative during the life of the contract
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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Most administrators prefer the term, collective negotiation, rather than professional negotiation; professional negotiation has a different connotation to many people within the educational institution and establishment. Educators avoid the term, collective bargaining, because collective bargaining historically has been connected with labor and management types of negotiations; and these differ from educational professional negotiations. It should be pointed out that professional negotiations have as their main thrust to negotiate directly with those responsible for the decision-making process and policy-making which have been traditionally the responsibility of the governing board.

GENERAL CONSIDERATIONS

Administrators of the educational establishment today, boards of education, and boardsof trustees are becoming more aware of the problem. Local teacher associations or the federation of teachers have at their disposal and command the required professional manpower and financial support from the local, state, and national organizations. These seek the opportunities to assist any local group of teachers to gain their rights and privileges heretofore not considered part of the teachers' privileges. The professional teachers groups within the educational establishment have a sincere desire to secure the right through negotiation for great participation by their representatives in a policy-making process which has heretofore been reserved for the administrator and for the governing boards. There is, presently, concern and anxiety existing among those in positions of authority relative to their willingness to share the decision-making process with teachers within the educational

establishment. However, the facts of life are that teachers and other noncertified personnel in the educational establishment of the future will have a more important role due to professional negotiations relative to the decision-making process and in particular those decisions which directly concern the responsibilities and activities of the teachers within the organization.

The administrator of today is cognizant that those within the organization must have a greater say about the operation of the institution. There are three major areas of concern which the administrator must consider as he reviews professional negotiations:

1. Involvement of instructional personnel in determining general conditions of employment, fringe benefits, salary, assignment, tenure, etc.
2. The role of teachers in the decision-making process for educational programs and policy-making
3. What will be taught in classrooms

Administrators in the public sector recognize that policy-making decisions are vested in those usually elected to positions of authority and that the public or the community retains the right and privilege to change its policy-makers. Of equal importance is a facet in public administration, which includes school administration, that top-level administrators and educational leaders do not have tenure. The community and the citizens therein have the right to remove the policy-makers and the top leaders if they are not satisfied with their performance in meeting the objectives and goals of that particular community. It is a sobering fact that teachers are demanding greater participation in the

decision-making role and simultaneously demanding the shields of tenure for their positions. This condition within the educational establishment causes concern and further complicates the tasks for those in leadership and administrative roles. A distinct difference prevails in the educational spectrum as compared to the industrial setting relative to negotiations. In industry usually the employees do not wish to manage and do not ask for management responsibilities; however, in the educational and the public spectrum, employees seem to want more of the decision-making responsibility. The administrator has a responsibility to develop cooperatively and present to the policy-making board a well-conceived plan whereby school employees, noncertified, and instructional personnel can become part of the decision-making team which will result in greater educational achievements for all concerned.

RECOGNIZING TEACHER BARGAINING ASSOCIATIONS

One of the most perplexing problems that faces administrators and the policy-making board is the practice of professional teachers organizations to seek certification to act as the exclusive negotiating agent for the teachers. The present practice generally is to accept the organization as the teachers' representative based primarily on a membership list. A more realistic and sound approach in terms of developing a more plausible program of negotiations is to have an open and free election within the membership of the organization. The election may have to be under the scrutiny and direction of a referee; this procedure is a common practice where one or more teachers groups are seeking bargaining rights. This is a most important issue as the administrator plans for negotiations. It

should be understood that the teachers' organization or group which is certified as the exclusive negotiation agent does have negotiating rights once an agreement is established. This procedure can only be changed through another election within the teachers' organization. The administrator's tolerance for turmoil will be tested and his patience tried as he prepares to analyze procedures in negotiations. Can the policy-making board legally negotiate with one representative teachers unit? Does this one representative organization speak for all the teachers? The policy-making board and the administrator must recognize early in negotiation that the most democratic way to establish the professional group to represent the teachers is to have an election. It is essential that representation be determined through the ballot box if successful negotiations within the organization are to occur.

It is desirable and generally a basic requirement that the governing board and the administrator be well informed through legal counsel as to the legality of the election, the negotiations, and the resulting contract. Many states have legislation currently on the books that prohibits particularly, public school employees and other public employees from striking against the public. The courts of the nation have been inconsistent in ruling on the legality of teacher strikes.

It is important that the administration and the policy-making board identify with the teachers' group, those individuals who will represent the teachers; also, they should identify those individuals from the administrative staff who will serve on the negotiation team. Administrators must be prepared <u>not</u> to serve as members of this team; however, they can serve in a consultative role, providing advice and counsel to the

board of education or the board of trustees' legal counsel, who may be identified as the negotiator for the board. A further consequence is the development of the agenda to be considered. It is imperative that both sides agree on what items are negotiable and identify those items that are not negotiable. It is important to develop procedures to be followed in the case of impasse. Some agreements in the procedures for developing the agenda contain a clause for arbitrating the case if impasse occurs during the negotiation. Once the agenda has been determined, then each side should take the time to analyze the items that make up the agenda. A wise strategy for the administrator and his governing board is to negotiate those things on the agenda where there will be the least amount of controversy or difficulty in reaching an agreement. It is further pointed out that the administrator's role is not a passive one. He should be active and work with the governing board during the crucial periods of negotiation. It is wise to negotiate from a position of strength and above all in good faith.

IMPLICATIONS FROM NEGOTIATIONS

Collective bargaining or professional negotiations in an institution influences the policies that exist and has implications for the development of future policies. Administrative and policy-making procedures may have to change as a result of negotiations and the ensuing contract. It must be recognized that those who are duly elected officials for the governing board legally cannot delegate their legislated authority under the state constitution to teachers or noncertified personnel. It must be recognized that there has to be accountability in negotiations on both

sides, from management and the teachers' groups. Both agencies have to respect the rights and privileges of each other and should never lose sight of the fact that it is the education of the student that really is the major concern of both parties.

NEGOTIATION PROCEDURES

Another significant aspect of negotiations is the arbitration of impasse during negotiation. The responsibility of both agencies should be clearly identified and the action to be taken and solutions sought mutually understood. Usually, there are state laws that result in developing rules and regulations covering arbitration procedures. As a result of negotiations, many of the contracts spell out specific procedures to be followed if there has to be an arbitration of impasse between the two groups. Of equal importance is the procedure to employ should the arbitration of impasse be required in the handling of grievance procedures; needless to say, many of the problems arising from the negotiations are brought about by differences of opinion or interpretation between policy makers and the teachers during the life of the contract. Arbitration procedures become an important aspect during and after the formal negotiations have been completed and agreement reached. However, it should be pointed out that the position of an arbitrator or his rulings are only advisory and may not bind either side, the governing board or the teachers. Both sides should agree to the findings or the recommendations due to arbitration. The contract should specifically spell out the responsibilities of each side and have terms for defining and handling grievances, work stoppages, and/or professional holidays. The contract

should be in writing and signed by the legal counsel for both sides in the negotiations, which becomes the legal document for administering the program during the life of the contract. Copies of the contract should be made available to all members of the organization.

THE ADMINISTRATOR AND THE CONTRACT

The administrator should perceive the implications for administering the educational program that results from the contract. It is wise for the administrator and his staff to evaluate the contract and do an analysis relative to determining strategies for future negotiations. It is vital that the non-instructional staff have a part in professional negotiations. Their role should be clearly defined and understood by all parties. The contract is important and has implications with far-reaching effects for the policy-making body and the administrator as a result of professional negotiations. It is imperative that throughout the period of negotiations, the settlement, and for the period of the contract a good public communications program be maintained to provide information to the general public about what is transpiring and what the negotiations mean in terms of the educational program and financial commitments.

It is essential that a review and evaluation of the contracts be made in detail to determine what will be the results and implications in terms of the administrative process for conducting the educational affairs of the institution. Of further importance to the local administrator are those state laws relating to public employees and the no-strike clause. A majority of administrators cannot use the law as a shield for avoiding teacher organizations and negotiations. The movement for professional negotiation is nation-wide and will expand in the future.

In the final analysis, professional negotiations or collective negotiations, if we wish to call them that, result in changes in the policy-making structure. It influences the operating procedures and definitely has an impact on the institutional organization and requires a more democratic approach to the decision-making process.

PLANNING FOR NEGOTIATIONS

The policy-making board and administrators should carefully develop their criteria, identify negotiable items, and develop an agenda for consideration. It is not a wise tactic to grant concessions at the heat of the negotiations; usually, it is better to have a cooling-off period and to provide time and a setting in which the decision making can be made in an atmosphere which is calm and collected. It must be recognized that local teacher associations have consultants and legal counsels from national associations; and these may be their representatives, or they may serve as consultants during the period of negotiations. This network of communication and support between the local teacher associations with regional and national associations consolidates the efforts and resources of local teachers as they negotiate. It should be recognized that teacher associations are now in a position to negotiate from positions of strength due to state and national affiliation.

The administrator and the local board will be wise if they adopt a policy of negotiating in good faith and proceed on the philosophy to give a little on those items that are less controversial but hold out for

those items which truly are the responsibility of the governing board and should not be delegated to the other party involved in the negotiations.

The local board must be cognizant of the fact that with the national impetus for teachers' organizations, the employees in the local organization may call for national sanction. It is not unusual for a national association to sanction the total education system in a state or individual community or district. The legal machinery and the decisions handed down by the courts do not seem to be consistent relative to specific court cases and rulings as they relate to public employees' work stoppages. A sound approach for the administrator would call for preparation to endure periods of high turbulence from teachers and noncertified personnel. The leader should provide the community and everyone concerned in the organization the means for living together compatibly in performing the function assigned the institution by society and the environment in which it must operate.

In conclusion, it must be realized that the position taken by teachers in the educational establishment does bring about a change in administrative and organizational structures relative to the policy-making process. Teachers hold as their ultimate weapon the threat of strike and seemingly are not afraid to use it. A great deal of benefit and corrective action should result from collective negotiations if both the governing or policy-making board and the teachers' associations will come together at the bargaining table and deliberate those problems that will ultimately improve the establishment. Both parties must be cognizant of the rights of each other and that as a result of negotiation there are certain responsibilities that must be carried out by all concerned. In

the final analysis, all of those connected with the educational process of students and adults must recognize that the concern is the product and not exactly who has the responsibility and the decision-making power to determine how and who should accomplish the task.

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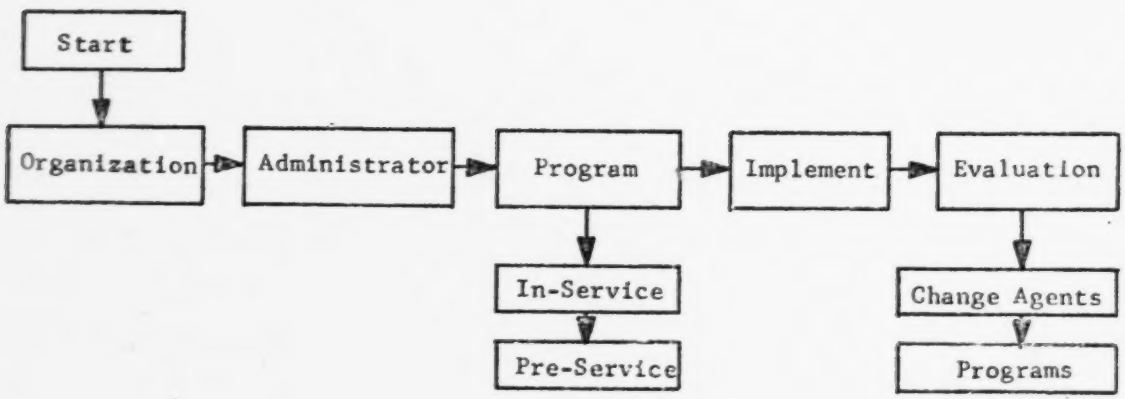
Chapter XIII

LEADERSHIP DEVELOPMENT TASKS AND INFLUENCE ON DECISION-MAKING



INTRODUCTION

Leadership development is an integral part of all administrators' activities. In all institutions it is imperative to have personnel trained and prepared for leadership positions at all levels. Figure XIV (Page 130) is a model for leadership development. Leadership development should be designed to improve leadership at all levels in the instructional and administrative staff.

Figure XIV

PROBLEM SOLVING AND DECISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL ED

LEADERSHIP DEVELOPMENT TASKS AND INFLUENCE ON DECISION MAK

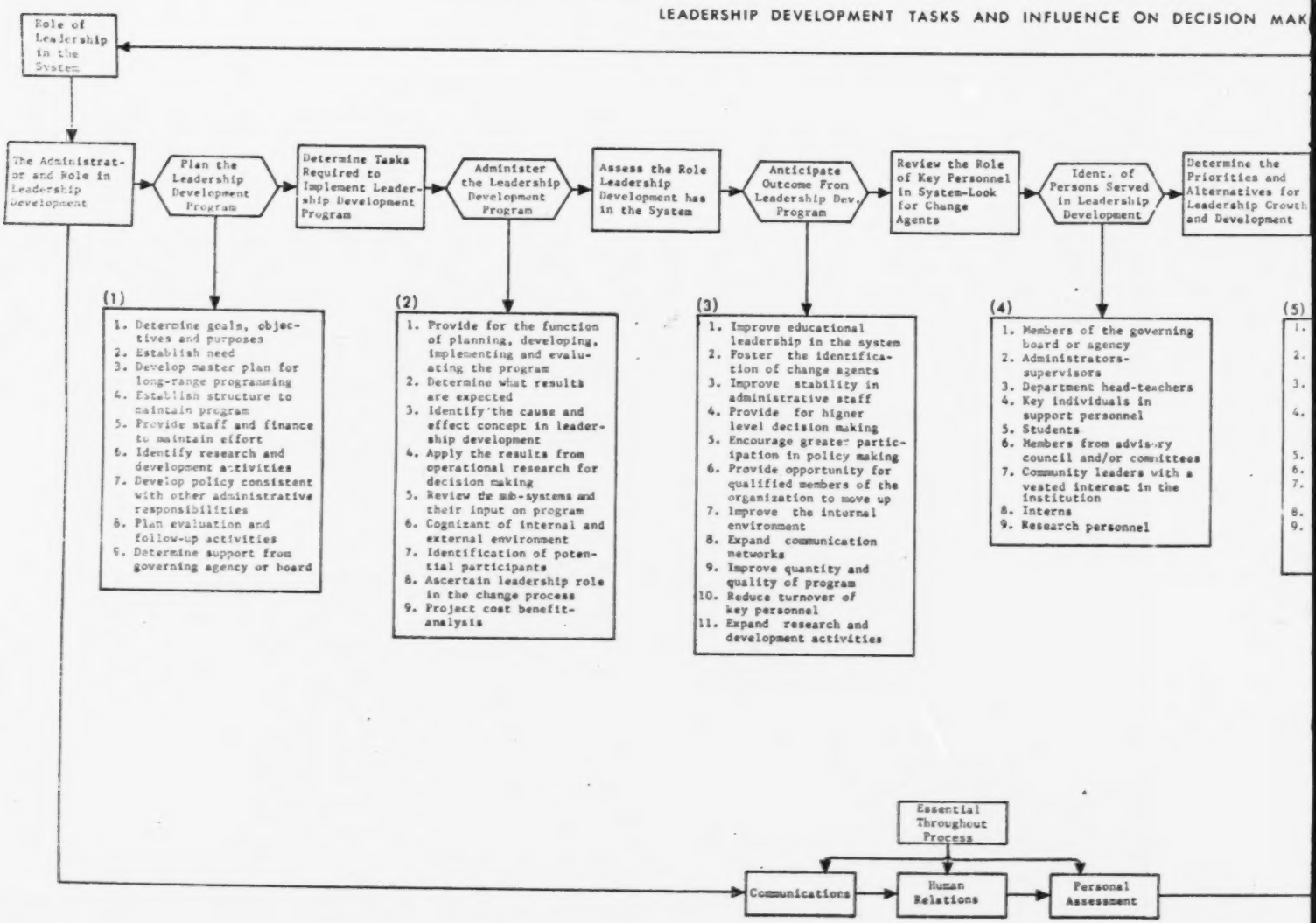
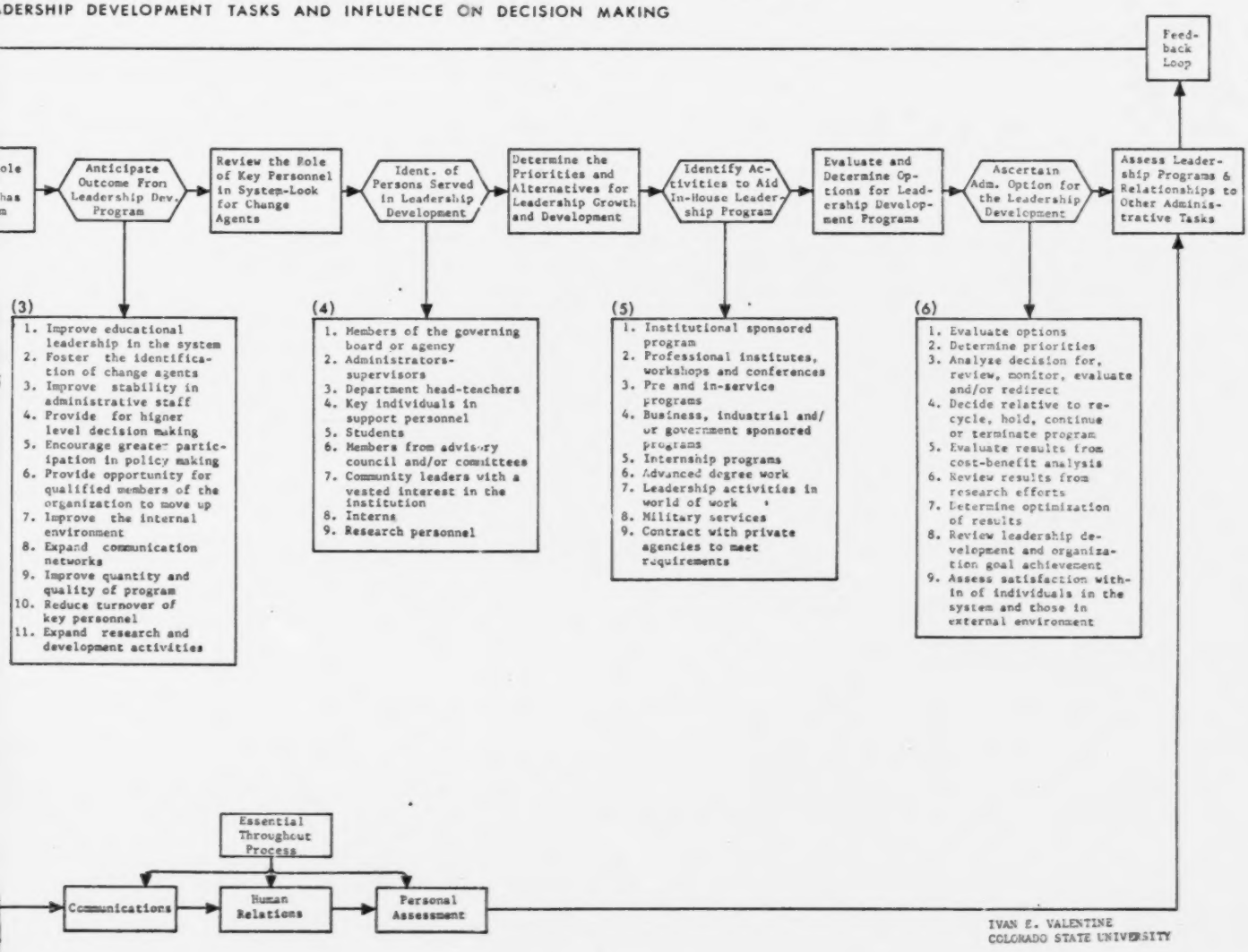

Role of Leadership in the System
The Administrator and Role in Leadership Development
Plan the Leadership Development Program
Determine Tasks Required to Implement Leadership Development Program
Administer the Leadership Development Program
Assess the Role Leadership Development has in the System
Anticipate Outcome From Leadership Dev. Program
Review the Role of Key Personnel in System-Look for Change Agents
Ident. of Persons Served in Leadership Development
Determine the Priorities and Alternatives for Leadership Growth and Development
(1)
1. Determine goals, objectives and purposes
2. Establish need
3. Develop master plan for long-range programming
4. Establish structure to maintain program
5. Provide staff and finance to maintain effort
6. Identify research and development activities
7. Develop policy consistent with other administrative responsibilities
8. Plan evaluation and follow-up activities
9. Determine support from governing agency or board
(2)
1. Provide for the function of planning, developing, implementing and evaluating the program
2. Determine what results are expected
3. Identify the cause and effect concept in leadership development
4. Apply the results from operational research for decision making
5. Review the sub-systems and their input on program
6. Cognizant of internal and external environment
7. Identification of potential participants
8. Ascertain leadership role in the change process
9. Project cost benefit-analysis
(3)
1. Improve educational leadership in the system
2. Foster the identification of change agents
3. Improve stability in administrative staff
4. Provide for higher level decision making
5. Encourage greater participation in policy making
6. Provide opportunity for qualified members of the organization to move up
7. Improve the internal environment
8. Expand communication networks
9. Improve quantity and quality of program
10. Reduce turnover of key personnel
11. Expand research and development activities
(4)
1. Members of the governing board or agency
2. Administrators-supervisors
3. Department head-teachers
4. Key individuals in support personnel
5. Students
6. Members from advisory council and/or committees
7. Community leaders with a vested interest in the institution
8. Interns
9. Research personnel
(5)
1.
2.
3.
4.
5.
6.
7.
8.
9.
Essential Throughout Process
Communications
Human Relations
Personal Assessment

Figure XIV

CISION MAKING MODEL FOR ADMINISTRATORS OF OCCUPATIONAL EDUCATION PROGRAMS

ADERSHIP DEVELOPMENT TASKS AND INFLUENCE ON DECISION MAKING


Feed-back Loop
ole
has
m
Anticipate Outcome Fron Leadership Dev. Program
Review the Role of Key Personnel in System-Look for Change Agents
Ident. of Persons Served in Leadership Development
Determine the Priorities and Alternatives for Leadership Growth and Development
Identify Activities to Aid In-House Leadership Program
Evaluate and Determine Options for Leadership Development Programs
Ascertain Adm. Option for the Leadership Development
Assess Leadership Programs & Relationships to Other Administrative Tasks
(3)
1. Improve educational leadership in the system
2. Foster the identification of change agents
3. Improve stability in administrative staff
4. Provide for higher level decision making
5. Encourage greater participation in policy making
6. Provide opportunity for qualified members of the organization to move up
7. Improve the internal environment
8. Expand communication networks
9. Improve quantity and quality of program
10. Reduce turnover of key personnel
11. Expand research and development activities
(4)
1. Members of the governing board or agency
2. Administrators-supervisors
3. Department head-teachers
4. Key individuals in support personnel
5. Students
6. Members from advisory council and/or committees
7. Community leaders with a vested interest in the institution
8. Interns
9. Research personnel
(5)
1. Institutional sponsored program
2. Professional institutes, workshops and conferences
3. Pre and in-service programs
4. Business, industrial and/or government sponsored programs
5. Internship programs
6. Advanced degree work
7. Leadership activities in world of work
8. Military services
9. Contract with private agencies to meet requirements
(6)
1. Evaluate options
2. Determine priorities
3. Analyze decision for, review, monitor, evaluate and/or redirect
4. Decide relative to recycle, hold, continue or terminate program
5. Evaluate results from cost-benefit analysis
6. Review results from research efforts
7. Determine optimization of results
8. Review leadership development and organization goal achievement
9. Assess satisfaction within of individuals in the system and those in external environment
Essential Throughout Process
Communications
Human Relations
Personal Assessment

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COLORADO STATE UNIVERSITY

LEADERSHIP DEVELOPMENT PLANNING

The success or failure of the leadership development program will be greatly influenced by the planning that is conducted prior to implementation of the program. An early part of the planning must include determination of the goals, objectives, and purposes. Once these three are determined, a survey of existing conditions will assist in establishing the pertinent present needs. A vital part of planning is to determine priorities, plan strategies, and identify alternatives. The aforementioned are to become important activities relative to making viable decisions that influence planning for leadership development. Next, a master plan for long-range programming should be developed to satisfy organizational needs and provide a base upon which detailed planning may be accomplished. Once the long-range plan is completed, it is necessary to establish a structure to initiate and maintain the program. This structure must include the necessary staff and finance to assure a continuation of the program. Closely associated with the leadership development program is the identification of specific activities required in the conduct of the program. To avoid the possibility that the leadership development program be placed in a lower priority status that may hamper a successful program, it is essential that a policy be developed that is consistent with other administrative responsibilities. A final step in the planning process must include the details for program evaluation and follow-up activities. Long-range planning for the leadership program is essential to assist the administrator in making decisions for directing and conducting the program. The transitional activity between the planning and implementation stage for the program is a review of the proposal by the governing board. With

approval and support by the governing board, the administrator must determine the specific tasks required to implement the leadership development program.

ADMINISTERING THE PROGRAM

The administrator has the responsibility for planning, developing, implementing, and evaluating the leadership development program. A task of prime importance will be the determination of what results are expected from the program. At this time it is essential to identify the primary and alternate courses of action and effect concepts in leadership development by applying the results from operational research for decision-making. There are several other activities within the institution that will have input into this activity; therefore, at this time it is pertinent to review these "subsystems" and their input. The internal and external environment of the institution will have an effect upon the success of the program; therefore, the administrator and the coordinator of the program must be cognizant of the environment in which the program is to operate. A review of the staff will identify potential participants for the program. It is essential to ascertain what part the leadership development program will play in the change process within the institution. The program should be a dynamic change agent. Analysis of the organization and staff should be made to determine the level of tolerance in conducting the program. If the program is poorly conceived, it may encounter resistance from all levels. In administering the system, one of the most valuable tools to the administrator is cost-benefit analysis. This tool should not be overlooked or allowed to be utilized in a degree

less than optimum. From the cost-benefit analysis will come valuable data to assess the role that leadership development has in the entire system.

PROJECTED OUTCOMES FROM THE PROGRAM

A basic and primary purpose of a leadership development program should be the improvement of educational leadership in the system or institution. If this is not the primary function, the program should be replanned, redirected, or terminated. In operation, the program will provide many beneficial side-effects. One of these will be the fostering and identification of change agents within the system. It should also improve stability in the administrative and instructional staffs. With a number of the staff participating in leadership developmental activities, a greater awareness is created for the decision-making process. Therefore, a higher level of decision-making should be possible; and the staff should be cooperative and willing to participate in policy making within the institution. As a result of leadership developmental activities, it will be possible to identify qualified members of the organization, who may be provided the opportunity to assume greater leadership activities. In any successful organization, the administrator is identified as the individual who provides the program and opportunities for each member on the staff to develop to his greatest potential. The program should improve the internal environment and expand the communications network within the institution. The quality of the educational program should improve, and the leadership development program should reduce the turnover of key personnel. This reduction of turnover should provide

continuity and expansion of research and developmental activities. After the outcomes of the leadership development program have been identified, it is advisable to review the role of key personnel in the system and identify change agents.

IDENTIFICATION OF PERSONS TO BE SERVED

In the early stages of administering the program, potential participants should be identified. Criteria for participant selection is a vital part of the planning process. Participants must be selected and oriented to the purpose of the program and implications for their goal achievement. Participants may come from the governing board, administrators, supervisors, department heads, and teachers. The group should not be confined to these areas as it is imperative that key individuals in the support personnel--students, members of the advisory councils, and community leaders with a vested interest in the institution--should be granted an opportunity to participate. A source of "new blood" in any institution is provided by interns in the staff; if it is at all possible, they should be included in the leadership developmental activities. As was previously mentioned, research and development should be an integral part of this program; therefore, these personnel should be included in all leadership programs. With the participants identified, the administrator should determine the priorities and alternatives for future leadership growth and developmental activities.

ACTIVITIES THAT SUPPLEMENT THE PROGRAM

While the in-house leadership program is being conducted, supplementary activities should be identified for a two-fold reason. First,

they must be used to enhance the activities of the personnel participating in the in-house program. Secondly, they must be used to involve personnel not participating in the in-house program that may be identified as potential candidates for future programs. Identification of potential leadership must be a continuing process. This process may be aided by personnel participating in other institutionally sponsored programs; professional institutes; pre- and in-service programs; business, industry and/or government sponsored leadership programs; or internship programs. Activities that may compliment an in-house leadership program that should not be overlooked include advanced degree work and leadership activities in the world of work and military services. It may be possible to contract with private agencies to meet the requirements desired in the institution. Upon completion of the activities concerning the leadership development program, it is essential that the administrator evaluate and determine options for the leadership development program.

ADMINISTRATOR'S OPTIONS FOR LEADERSHIP DEVELOPMENT

The leadership development program, as all programs of an institution, have options which the administrator must decide upon. It is imperative that he determine the priorities for the institution and make a decision based on a formal evaluation of the leadership program. He must also decide if the program is to be recycled as it was conducted, to hold the program until some future date, to continue the program immediately, to revise the program, or to terminate the program. This decision should not be made before he has evaluated the results from a cost-benefit analysis and reviewed the results from research efforts. It is at this

time that he should also determine the optimum value of the results of the program, both in the leadership development aspect and for the overall good the program has yielded to the institution and organization's achievement. The internal satisfaction of the program must be assessed with a cognizance of the satisfaction received from the external environment.

The administrator must assess the leadership development program in relationship to other administrative tasks. Is the time invested in the program yielding commensurate results? If not, a reassessment of the program must be made and information fed back to the original planning or termination of the program. It must be noted that leadership development is a continuing process if it is structured or unstructured. Therefore, a decision to terminate a structured program must be made with full realization that an unstructured program will continue. Will it provide the results an administrator desires? The likelihood that it will is slim. Therefore, it is usually imperative that a structured program be devised that will operate within the time frame alloted by the administrator.

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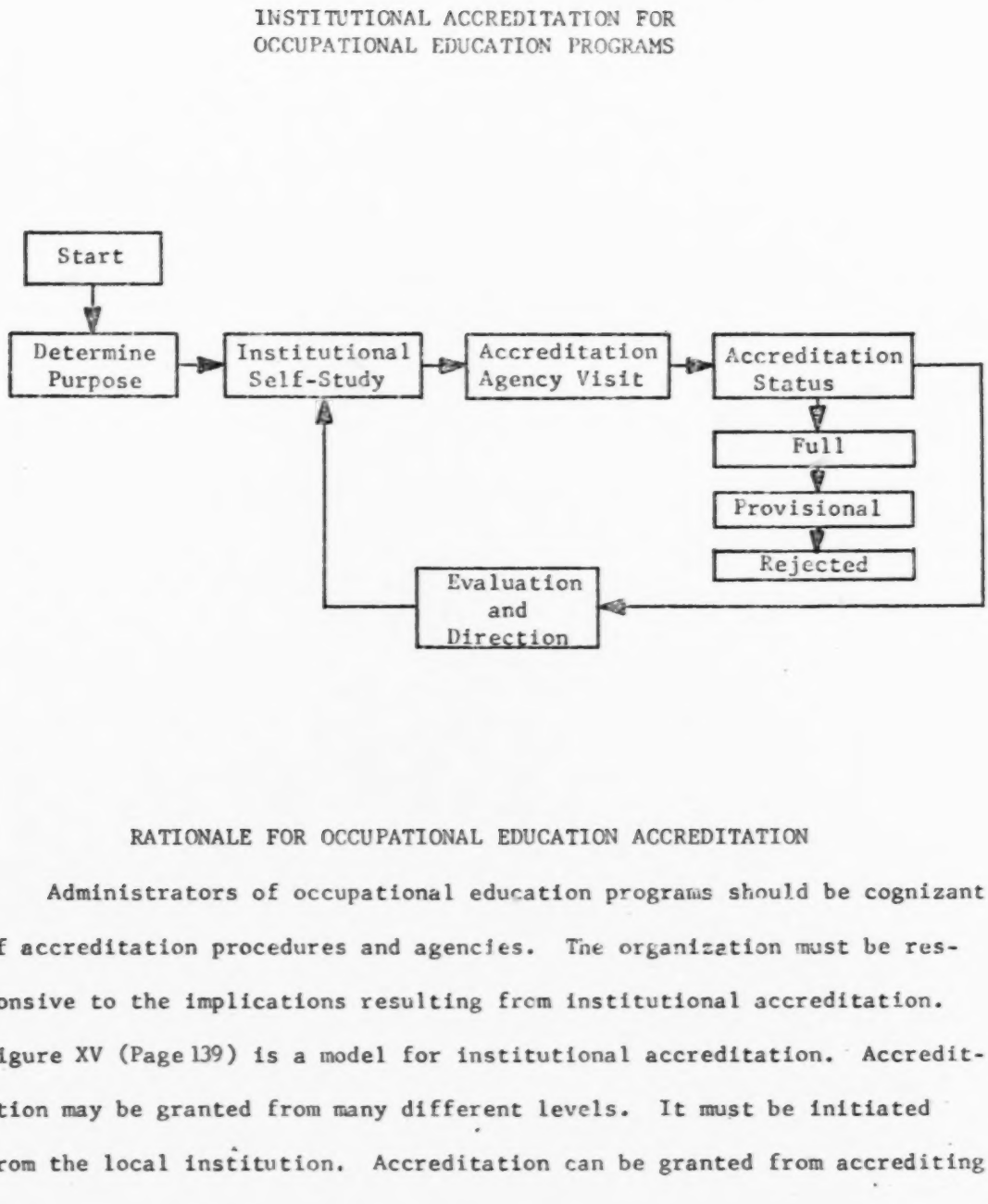
Chapter XIV

INSTITUTIONAL ACCREDITATION FOR OCCUPATIONAL EDUCATION PROGRAMS

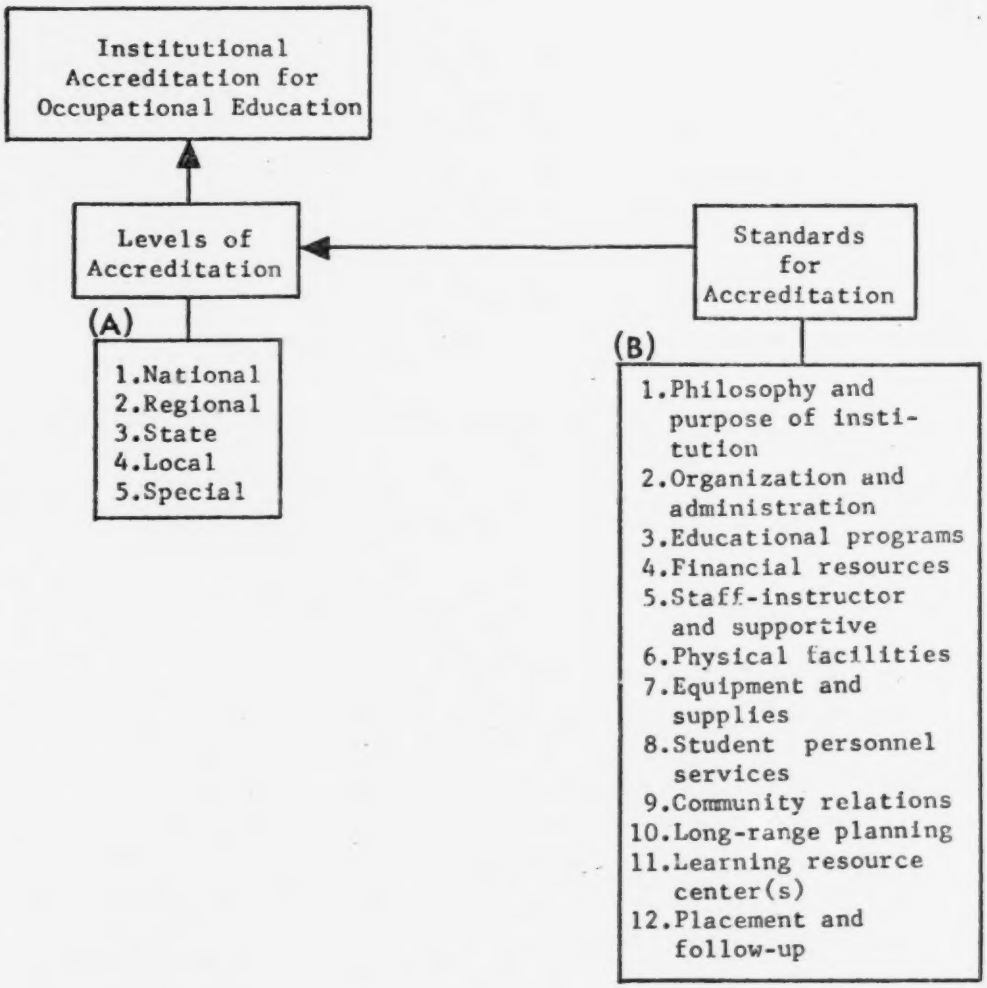


RATIONALE FOR OCCUPATIONAL EDUCATION ACCREDITATION

Administrators of occupational education programs should be cognizant of accreditation procedures and agencies. The organization must be responsive to the implications resulting from institutional accreditation. Figure XV (Page 139) is a model for institutional accreditation. Accreditation may be granted from many different levels. It must be initiated from the local institution. Accreditation can be granted from accrediting

Figure XV

INSTITUTIONAL ACCREDITATION



agencies structured and operating at the state, regional, and national levels and from special professional associations. It is important that the administrator and the governing board be well advised and versed relative to the objectives and purposes of accreditation. The occupational education program and its accreditation procedures, regardless of level, should be designed to strengthen the local programs through a process of self-evaluation of study and assessment prior to seeking state, regional, or national accreditation. The main purpose of occupational accreditation is to improve programs through self-assessment and accreditation. Accreditation may be looked upon as a measure to assess the quality of institutional performance. The self-study should involve staff, students, advisory committees, lay groups, administration, and consultants.

ACCREDITING AGENCIES FOR OCCUPATIONAL PROGRAMS

A leader in the field of accrediting occupational education programs is the Southern Association of Colleges and Schools. The Southern Association through its membership recognized that the criteria for accrediting occupational education programs were not in existence and that it was most difficult to accredit programs in occupational education based on criteria established for the comprehensive secondary school and the four-year college or the junior college. The Southern Association, through the Committee on Occupational Education, has developed standards for accrediting occupational programs and has been quite successful in expanding its services to local institutions served in the region.

The AVA (American Vocational Association) has long been interested and is currently developing guidelines and criteria for national

accreditation of vocational education programs. Many states also have developed criteria or guidelines for accrediting or approving the occupational program within the state. Some states require an institution offering occupational education to receive state accreditation prior to the institution completing a self-study and requesting regional and/or national accreditation. The administrator of an occupational education program is concerned with the program approval or accreditation that is offered by certain professional groups. There are several agencies which are responsible for accrediting programs in occupational education. The National Commission on Accrediting has a listing of agencies and associations in a publication titled, "Maintenance of Academic Standards Through Accreditation in the United States of America." The address of the National Commission on Accrediting is found in the Selected Readings for this chapter. An administrator of occupational education programs should be familiar with all agencies concerned with accreditation and licensure procedures. The approval by professional organizations at regional, state, or national levels provides an input to an institution to assist the student in becoming licensed after they have completed the training. Licensing in most states for occupational education programs in many fields seems to be gaining momentum. Institutions and students of the future will definitely be confronted with more licensing and certification prior to their entering into the field or the world of work. Based on these analyses, there is definitely a need for the administrator within the delivery system to have a basic understanding of accreditation practiced by the various accrediting agencies concerned. Occupational education, much like professional education, cannot operate in isolation

relative to accreditation of the programs and licensing or certification of the graduate.

Occupational educators should be part of a team that develops the standards or guidelines established for the evaluation and accreditation occupational programs. It is impossible to evaluate or do a self-assessment of an educational endeavor unless there are some criteria or standards with which to measure. Great progress has been made in recent years in providing the basic criteria and/or guidelines, which will provide those presently enrolled in the education institution the kind of education which will provide the individual with those skills and knowledges that will result in the student having a cluster of abilities. The transfer of skills is important to the worker in the mobile work force of the future. Some administrators and institutions may lean or depend too much upon accrediting agencies as a device to insure a quantity and qualitative program. The accreditation procedures and the results thereof should be utilized to strengthen the instructional program and to provide a data base for the administration and the governing board to use as a management tool for the change process. However, the prestige resulting from accreditation is a valuable asset for both the institution and the students.

ACCREDITATION PROCEDURES

The accreditation guidelines and regulations for initial accreditation differ by states, by regional accreditation agencies such as the North Central Association or the Southern Association of Schools and Colleges, and/or the American Vocational Education. Usually the requesting institution seeking accreditation should make a written request to the agency

and solicit a visitation by members of the agency staff in preparation for a self-study based on the criteria and guidelines provided. The self-study for accreditation usually takes approximately one year to complete. The self-study involves the board of trustees, advisory committee, interested citizens or lay groups, state office personnel, parents, instructional staff, and representatives from the business and industrial community. In actual practice, the institutional self-study is the means by which members of the organization examine the institution's effectiveness in carrying out its mission and should include the development of criteria for improvement. The standards and criteria should reflect the educational role of the institution and procedures utilized by the organization in carrying out its role. It is important also that student groups be included and serve as resource persons for doing the study. It is vital in any accreditation procedure that the self-study be completed by the institution and the written report be the results of the committees that have served in the self-study. The full report of the self-study must be available to the accreditation agencies prior to the visitation for accreditation. A visit (on-site) by the accreditating agency is required by state, regional, and national accreditation agencies. A team of qualified persons from the visiting team should understand the written request and review the findings from the institutional self-study prior to the official visit. During the visitation to the institution, the administrative staff, students, advisory committees, and other interested lay groups should be available to meet and cooperate with the group in its two- or three-day study of the institution. Approval, either probationary, conditional, or full approval, is usually granted to the institution in writing within 30 to 60 days after

the visitation. This same procedure is utilized for reporting a failure to accredit the institution. The accreditation agency will write a report which will provide the institution with a synopsis of the strengths and weaknesses observed in the institution during the accreditation visit. The administrators, governing board, staff, and students should make maximum use of the accreditation agency's report and use it as a bench mark to review and redirect programs based on deficiencies reported. The institution should develop a long-range plan for program improvement and concurrently lay the groundwork for institutional self-studies, which will preclude the next accreditation visit three to five or seven years in advance.

Another agency that has an impact on program accreditation is the Engineers' Council for Professional Development (ECPD). This professional organization is much like other accrediting agencies in operating procedures. ECPD accredits individual curriculums in an institution; it is possible for an institution to have one or all of its technical curricula ECPD approved. This accreditation agency is primarily concerned with accrediting technical (engineering-related) curricula. The institution must provide the council with a request for curriculum accreditation, and submit supportive data on each curriculum, such as courses, student selection, institution qualifications, facilities and equipment, finance, professional library, and placement of students. The council reviews the institutional request and, if approved, appoints a team of experts from the specific field. They visit the institution and make recommendations for approval or disapproval based on the results of their on-site study of

the curriculum. Institutional self-study should be a continuous process, not conducted just for accreditation.

FACTORS WHICH INFLUENCE ACCREDITATION

Not all accrediting agencies use the same evaluative criteria for accreditation. However, the following is typical of the items checked by visiting teams:

1. The philosophy and purpose of the institution relative to occupational education
2. Administrative and staff organization
3. Details relative to the present educational program
4. A summary of financial resources
5. An analysis of the professional staff (instructional and supportive)
6. A review of the instructional facilities used in the instructional process
7. The availability of equipment and instructional supplies to the institution
8. The adequacy of the student-personnel services
9. Public or community relations program
10. An analysis of a master or long-range plan for the institution
11. The library and learning resource centers available to the students in the instructional process
12. Review of the plan for student placement and follow-up activity

The aforementioned items may not be standard with individual states, regions, national and/or professional accrediting agencies. However, the

listing has been established to provide occupational education administrators with a cursory review for listing instructional and other support areas that are important as they project and plan for an institutional self-study prior to seeking accreditation. The administrator of occupational education programs should encourage members of his professional staff and administrative staff to be members of visiting teams for other like institutions. Involvement in accreditation, regardless of whether it is state, regional, or national, should be an active process involving educational personnel from all levels in the accrediting process. The master plan for the institution should include a detailed plan and spell out the priorities, alternatives, and strategies for institutional self-evaluation or assessment to be conducted on a continuum, simultaneously working with accreditation agencies to improve the instructional program within the institution.

In a final analysis, accreditation is here to stay. It is not a fad in the educational spectrum. However, administrators must be cognizant of the procedures for accreditation and the impinging values resulting from it.

In the Selected Readings section of this chapter is included important references relative to accreditation and certification of occupational programs. The aforementioned material is not meant to be a complete, detailed procedure, nor should it be viewed as being sufficient for in-depth study to provide the administrator with guidelines for accomplishing institutional self-evaluation or establish the guidelines for seeking accreditation. The above material is meant to be an orientation for the administrator and to indicate the importance and significance of accreditation as part of the administrative process in a systems approach

for administering occupational programs. Further in-depth study should be made into the professional literature and the resource material provided by accrediting agencies in gaining a thorough understanding of accreditation. Based on this understanding, it is apparent that a great deal of research into the procedures for accreditation should be made by the educational leaders prior to seeking accreditation.

The guidelines and standards for accreditation should reflect what the status of the educational environment in the institution should be in carrying out its assigned mission and determine appropriate quality.

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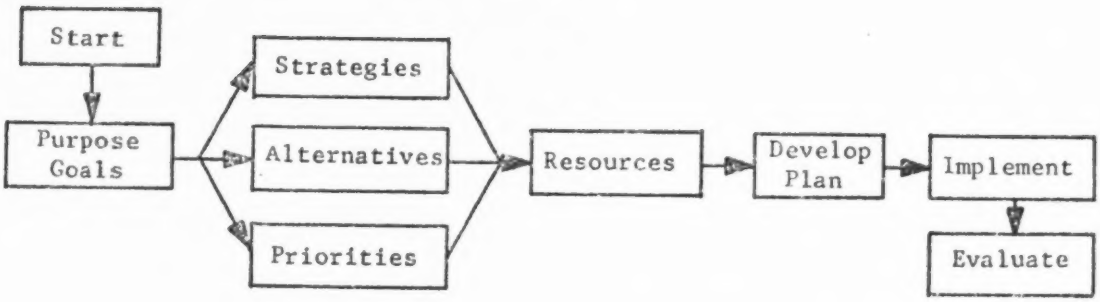
Chapter XV

THE ADMINISTRATOR'S ROLE AND FUNCTION FOR LONG-RANGE MASTER PLANNING

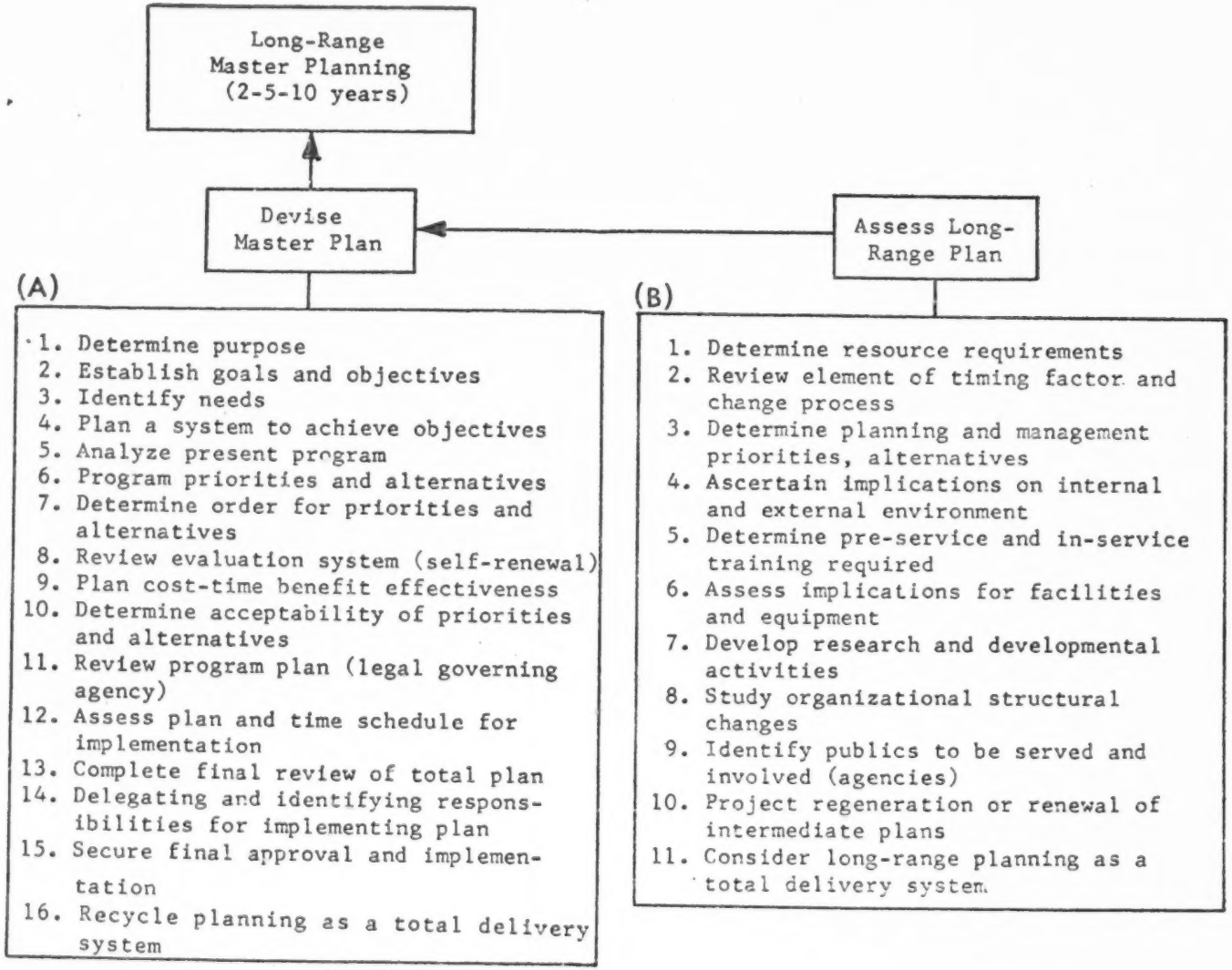


RATIONALE

Educational planning is an intellectual process that requires of the educational leader the utilization and coordination of all resources available to accomplish the assigned task. Figure XVI (Page 149) is a model that reveals the administrator's role in long-range master planning. The objectives of all planning is to provide a mechanism whereby the administrator can identify long-range goals and determine a given set of strategies, alternatives, and priorities required of the institution for future operations. A major challenge of long-range planning is the integrating of the resources required to accomplish the mission of the

Figure XVI

LONG RANGE MASTER PLANNING


Long-Range
Master Planning
(2-5-10 years)
Devise
Master Plan
Assess Long-
Range Plan
(A)
1. Determine purpose
2. Establish goals and objectives
3. Identify needs
4. Plan a system to achieve objectives
5. Analyze present program
6. Program priorities and alternatives
7. Determine order for priorities and alternatives
8. Review evaluation system (self-renewal)
9. Plan cost-time benefit effectiveness
10. Determine acceptability of priorities and alternatives
11. Review program plan (legal governing agency)
12. Assess plan and time schedule for implementation
13. Complete final review of total plan
14. Delegating and identifying responsibilities for implementing plan
15. Secure final approval and implementation
16. Recycle planning as a total delivery system
(B)
1. Determine resource requirements
2. Review element of timing factor and change process
3. Determine planning and management priorities, alternatives
4. Ascertain implications on internal and external environment
5. Determine pre-service and in-service training required
6. Assess implications for facilities and equipment
7. Develop research and developmental activities
8. Study organizational structural changes
9. Identify publics to be served and involved (agencies)
10. Project regeneration or renewal of intermediate plans
11. Consider long-range planning as a total delivery system

institution as a result of long-range planning. Administrators must be cognizant of content and relationship of influencing factors that are a vital part of the planning process. One facet involves planning for the present; another, planning with intermediate objectives and accomplishments; and lastly, the long-range master plan which provides the institution with criteria to give it a sense of direction for the future. Master planning further enables the administrator and his staff to project educational goals that are developed in quantifiable terms. The plan should be specific relative to determining priorities, strategies, and alternatives and should identify constraints that influence decisions for implementing the plan. The results of planning must be evaluated continuously and the direction changed, depending upon the results. Flexibility must be programmed as part of the strategy for change.

PHILOSOPHY AND PURPOSE

Long-range master planning should be a detailed description relative to the purpose of the plan and indicate how it is integrated into the operation of the institution. Specifically, the philosophy, goals, and objectives of the institution should be identified and changes predicted that will likely or could occur due to political, economic, or social changes. Of equal importance in the planning process is the identification of the needs. These needs in master planning may be expressed in terms of the resources, which include staffing, facilities and equipment, students, finance, and those related instructional resources which are contributed by the community and related agencies. The educational administrator must develop a plan for a system to achieve objectives

within the resources available. Master planning is not a prescription or a cure-all for administering an institution. However, it does provide the mechanism for program planning and for reviewing past activities, present accomplishments, and identifying the changes for the future based on past and present performance. As in any other kind of planning, an analysis of the present program is of vital importance. The occupational education administrator must know what exists today and must measure performance against some criteria in essence this is the level of achievement and success based on the present mode of operation. Time and change are important ingredients as administrators do an analysis of the present program and project what the program of the future will be. Master planning should identify and relate change to the planning process. It is essential that the institution through the administrators and instructional staff establish the priorities and identify alternatives as part of the planning process. The planning process should project the influences of policy and work planning. Master planning should give a sense of direction for the future and identify alternatives that will result from changes that may occur and these should be identified either as positive or negative influences relating to the change process. The master plan for an educational institution must present to the administrator and to those associated with the organization a set of priorities which will be determined based on the projected future resources available to the institution. Technological changes may dictate a review of the alternatives and the strategies for master planning. Each organization, or a master plan within the system must have designed within it a longitudinal assessment model and a plan for self-renewal. One of the most difficult tasks in master planning is to provide effective criteria for evaluating the plan and to build into the system a model for self-renewal.

In the present educational setting with the emphasis on student accountability and fiscal efficiency, the master plan must include a subsystem with emphasis on cost-benefit analysis and effectiveness. Any system or master plan should have designed within it the technique to indicate to the environment to which the institution operates a justifiable reporting system of accountability. Another aspect of master planning for the educational institution and particularly occupational education is the acceptability of the priorities and alternatives by the community in which the institution must operate. However, of equal importance in the change process is the implication that planning has on the present and future staff that must carry out the program regardless of the professional personnel therein. The establishment of priorities and alternatives is not complete unless there is a built-in device to review and evaluate the acceptability of these priorities, alternatives, and strategies for the institutions that are part of the master plan.

MASTER PLANNING AND EDUCATIONAL PROGRAMMING

The program plan for the educational institution is of utmost importance to the legal governing body or agency. The governing board in most educational institutions change composition year by year. However, the function of the institution and the direction given by governing boards can and should be identified through master planning. The continuity of educational programs and the utilization of resources is an important management function of school administrators and the governing agencies.

An essential aspect of master planning is to integrate into the plan the sequence or time schedules for implementing change. PERT (Program

Evaluation and Review Techniques) should be used by the master planner as a device to look at events, activities, and time on a continuum and to establish bench marks whereby time and activities can be identified and evaluated. The master plan must include within the system for administration a device for sequencing and timing the activities which serve as points for evaluation and for redirecting the activities based on review and performance analysis of past and present activities. The master plan which is developed for the educational establishment should be reviewed not only by those who are responsible for completing or projecting the plan but should have approval from the governing agency, the administration, the instructional staff, students, interested lay groups, and members of the public at large. In most states, particularly for occupational education, the appropriate state agency must approve the local plan prior to implementation. It is a fatal mistake for administrators to develop a long-range master plan which cannot be approved or become the plan of action that will be followed by the governing board in providing the stewardship for the institution. The change process must be an integral part of the master plan; perception of change is essential.

IMPLEMENTING THE MASTER PLAN

Ultimately, after the final approval of the master plan by all agencies has been accomplished, the administrator is responsible for identifying and delegating responsibilities for implementing theplan. Many long-range plans have been developed and approved but never really been implemented or accomplished due to negligence on the part of educational leadership in their

ability to delegate authority and identify those who have responsibilities for implementing the plan. Once the master plan has been implemented and individuals are functioning as part of the plan, then a continuous evaluation at critical bench marks previously identified serve as assessment guidelines. Evaluation results are reviewed, reported, and decisions made relative to continuing, redirecting, and/or terminating that segment of the master plan and redirecting the efforts of the organization, as per predetermined alternative strategies.

The formal organizational structure for the occupational education programs is undergoing dynamic changes and the influences of business management techniques are having an impact on occupational education programs. The changes in the organizational structure are many and diversified as the occupational education programs react positively to the element of change and master planning. Presently, communications and progressive attitudes on the part of the administrator and professional staff have a greater influence on determining their destiny within the organization. However, this creates an atmosphere where there is a need for greater cooperation and better understanding of the planning process.

COMMUNICATIONS AND MASTER PLANNING

Communication is the universal language of the formal organization. The design of the organization and master planning can improve or hamper the flow of information within the subgroups. The complexity of the organization and communications systems therein has an important impact and influence on master planning. The plans for communicating within the subsystem of the organization are complex and the administrator or educational

leaders must determine the priorities, alternatives, and strategies that are required within the communications network that are a part of the master plan. The key words in the master planning and subsequently communication, is the need to know. In essence, communication is the organizational network for information flow and it functions therein and determines the breadth and depth of master planning for the change process based on effective communication. Little or no value can be received from master or long-range planning unless there is a mechanism built within the system for longitudinal assessment of the communications network in long-range planning. It is important that in the assessment plan of the system that a feedback loop be designed in the system to serve as a check and balance in determining the resources required to administer or implement the plan. The element of time and technological change in communications must be assessed as administrators review the effectiveness of the plan to determine the directions of change, and the strategies for accepting alternatives. A general facet for assessing the long-range plan is to determine the effectiveness of the predetermined management priorities and alternatives. The administrator, his staff, and the governing board are interested in the effectiveness of the management functions due to long-range master planning. It must be remembered that master planning really is a management tool. It must function as such; if not, then planners have failed completely in achieving the objectives and purposes for doing master planning.

Of special importance to the organization and the institution are the implications for institution and master planning with reference to the reaction of the internal and external environment. The educational leaders must have ability to anticipate and to perceive the direction and intensity

changes. More school administrators fail because of their inability to anticipate or perceive problems than being ineffective relative to administrative skills in the management function. A subsystem within the master plan must be designed and evaluated to determine what type of pre-service and in-service training has been utilized and to identify programs that should be implemented to strengthen or to carry out future aspects of the master plan. A major subsystem within the master plan is the training required for members of the organization. Members of the organization must be committed to the plan if they are to be productive and contribute to carrying out the details of the plan.

LONGITUDINAL ASSESSMENT OF MASTER PLANNING

An assessment of the long-range plan for occupational education should result in an evaluation of the effectiveness of the resources required for the present program and to anticipate what these requirements for these resources will be as time and change processes have greater influence on the subsystem. The educational delivery system should provide alternatives and strategies relative to conducting cooperative education programs. Cooperative programs have a direct influence on the amount of resources required for updating or providing new facilities and equipment for the instructional program. The educational leader of tomorrow must review efforts for redirecting the resources, and analyze the resources of the community that are available to occupational education and to design into long-range planning a greater cost-benefit effectiveness for the scarcity of resources.

Master planning and/or long-range planning should reflect the results of research and developmental activities. The administrator of occupational

education programs should subscribe to strengthening the operational research efforts within the institution to provide adequate data for decision-making and developing master planning to improve the management function. Institutional research and developmental activity should be expanded and better techniques utilized for disseminating and implementing the results from research efforts within the institution. Research is the base of master planning and institutional research will play a stronger role in contributing to improving master planning for the future.

The organization as it exists today, may not be intact three, five, or ten years from now. Organizational structural changes in the educational delivery system undoubtedly will undergo severe changes in the future. These changes may take place in the methods of teaching, curricula, facilities and equipment, staffing, and/or the techniques of operating the institution. It is evident that in a changing society the educational institution must change and become more responsive to meeting individual needs of all citizens. With this redirection presently being demanded on the part of the society, the economic, social, and political structure places greater pressure on the educational leadership and the institutional organization to update and strengthen the planning process within the establishment.

IMPLICATIONS FOR MASTER PLANNING

The planning process should result in providing the various publics served by the organization with the information and data with which they can make valid decisions relative to financial support. The societies of the future will demand greater participation in the decision-making process and will have a greater voice within the administrative process for the delivery

system providing occupational education. The lack of perception of involving outside agencies and lay groups alike in master planning will be disasterous for the administrator of the future. Within the master plan, administrators must assess the plan for self-renewal and determine the levels of planning to be evaluated. These options will include; present plan, intermediate plan and the long-range plan. No organization can long endure unless it has within its structure a system for regeneration or self-renewal. Self-renewal can only take place as long as the organization has the pertinent data and feedback from past performances to make decisions about self-renewal which includes program direction.

The Vocational Education Amendments of 1968 indicate clearly in the rules and regulations, that a five-year master plan must be developed by each state and explicitly spell out the purposes and intent of the state plan relative to expanding vocational programs. As a result of the states assuming the responsibility under the Vocational Education Amendments of 1968 the local administrative units or school districts are compelled to develop three to five-year master plans for vocational education as prescribed under the state plan for vocational education. It is becoming increasingly important that all educational delivery systems must do master planning as part of its requirements for receiving federal and state funds to conduct the affairs of the institution.

Educators must look to the future and the future can only be projected in terms of master planning. Long-range planning should produce a stabilizing effect on an institution. The results should provide a valid basis for allocating the scarce resources needed by the present delivery system. Planning should be viewed as a group effort; however, it requires strong leadership direction for the organization. The leadership role in master planning

is focused on decision-making and problem-solving, and it is future-oriented in its role for identifying strategies, technology, and change-forcasting.

The quality of the input data to the administrative system during the planning steps plus the overall competencies and skills of the members of the organization will determine the quality of the output. Educational problem-solving is crisis-oriented and by effective managing and manipulating the environment, administrators can deliberately direct the system to achieve the predetermined objectives.

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SUMMARY

The administrative responsibilities for occupational education programs as presented in this guide must be clearly identified and understood. The challenge from society dictates that education at all levels should be more responsive and relevant to individual needs. The systems approach can be a viable tool for improving the position and status of administrators in an ever-changing environment.

Pressure on the scarce resources for operating the educational establishment presents administrators with the need to improve the methods of operation. Student and fiscal accountability factors place new dimensions for designing cost-benefit analysis and developmental master planning as a vital part of the systems approach for administration. Occupational education is in the limelight of activities as a result of national, state, and regional social and economic policies. How well the present leadership meets this challenge will determine the future of occupational education.

The ultimate success of occupational education administrators relative to planning flexible programs will influence the course of action taken by Congress and state legislatures. Administrators must perceive problems and design procedures which will bring about orderly changes and instill in the public the confidence of a job well done. Administrators must face all challenges with a degree of dignity and provide the leadership for program self-renewal. Public trust places occupational administrators in critical positions of authority; they must not circumvent this public trust.

APPENDIXES

APPENDIX A

DEFINITION OF TERMS

The following terms and definitions are those which have been used throughout the guide. Each term has been selected to provide clarity and understanding to the basic concepts being presented. The number of terms has been limited to avoid confusion and concurrently to facilitate understanding of the administrative process.

LEADERSHIP - is the process of serving as a change agent through planning and concurrently establishing goals, objectives, structures, assignment of tasks and distribution of management responsibilities to satisfy needs of the organization. The individual and the process is somewhat disruptive of existing structures and involves planning for and the securing of the various resources required to provide a dynamic and responsive organization to the environment and individuals it serves.

ADMINISTRATION - is the management of the affairs of the organization in accordance with the policies and regulations established by some higher authority and includes programming, planning and distribution of resources required to coordinate the functions required to meet individual and organizational goals and objectives.

SUPERVISION - consists of those activities and resources identified as being involved directly or indirectly with the improvement of the instructional program.

SYSTEMS ANALYST - is an individual responsible for designing and conducting

an in-depth research program and systematically makes an analysis of the variables and determines the relationships which influence the operation and expected outcomes from the organization.

EDUCATIONAL SYSTEM - is designed to collect, compile, and systematically program data from several subsystems and is organized into one major system to facilitate data processing required for accounting, auditing, planning, management control, evaluation and operation control for the organization.

CELL - is the smallest unit or element identified in the major system or subsystem which directly influences the design and operational structure of the total educational system.

EDUCATIONAL MODEL - is a pictorial or symbolic representation for the flow of activities and events required to accomplish predetermined goals or objectives and designed to indicate chronologically their impact on the educational establishment.

SUBSYSTEMS - is the smallest component unit or activity which contributes to and directly influences the development of a total system derived from analysis to determine input and implications of the component (subsystem) to the total system.

FEEDBACK LOOP - is a portion of a system or model which is designed to provide the user with an element to validate procedures or processess and is used primarily as a diagnostic tool for remedying the conditions which restrict or limit the effectiveness of the system.

CONSULTANT COMMITTEE - is defined as a group of individuals outside the educational profession selected from the community, state or region to advise educators relative to planning, implementing and evaluating the educational program.

STATE ADVISORY COUNCIL - is defined as a board or council organized to advise the state board on the development and administration of vocational programs as per the state plan, concurrently evaluating services and programs for vocational education. Prepare an annual report to the state board relative to the present status of vocational education and makes recommendation changes.

OCCUPATIONAL EDUCATION - is a generic term which includes pre-vocational or pre-technical education, vocational, technical programs and practical arts education which prepares youth and adults for the world of work.

COMMUNICATIONS NETWORK - is a deliberately planned network designed to facilitate the flow of information and data vertically and horizontally to and through all components associated with the organization.

MANAGEMENT - is the method by which goals, objectives, purposes, and programs are planned and implemented with due consideration for cost and benefits accrued by the participants in the organization and the influence on the external environment.

PLANNING - is the systematic procedure for establishing goals, objectives, purposes, and identifying specific alternatives, strategies and priorities to achieve organizational objectives.

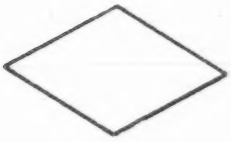
PROGRAMMING - is the process or technique for identifying, assembling, and allocating the necessary resources required to attain institutional objectives.

BUDGETING - is the process of systematically relating the educational program in terms of the resources required to implement and conduct the program according to a specific plan.

APPENDIX B

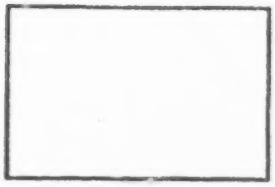
FLOW CHART SYMBOLS

Source Document
or Information



Decision

Predefined Process
or Activity



Process
or
Activity

Flow
Direction

Start or
Point of
Origin

Cell Identification

APPENDIX C

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